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ABSTRACT

This document provides annotated listings of resources for state and local administrators of vocational special needs programs as well as special needs educators, counselors, researchers and others serving limited-English proficient (LEP) individuals. While it is not intended to be an exhaustive listing of all available resources, materials included are representative of the field. Publications listed include 25 in program administration, 5 in curriculum and instruction, 8 in comprehensive support services, 2 in formalized articulation and communication, 3 in occupational experience, 26 representing general background literature concering LEP students, and 6 additional resources. Names, addresses, phone numbers, and descriptions of 20 newsletters; 16 agencies, associations, and organizations; 10 centers for educational information and services; 8 information clearinghouses; 3 computer-based information networks; and 5 databases are included. An appendix provides addresses for publishers of the publications listed. Title and author indices are included. (CML)

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STUDENTS WITH LIMITED ENGLISH PROFICIENCY: SELECTED RESOURCES FOR VOCATIONAL PREPARATION

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PREFACE

In light of projected shortages in the entry-level labor pool, and projections that limited-English proficient (LEP) individuals will constitute an increasing and significant percentage of this country's labor force, individuals with limited English proficiency represent a valuable human resource. During the 1990s, this country will be faced with the challenge of providing LEP youth and adults with both the knowledge and skills that will enable them to succeed in the nation's rapidly changing economy. In response to this challenge, the Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education has produced *Students With Limited English Proficiency: Selected Resources for Vocational Preparation*. This resource guide is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving students with limited English proficiency.

The following selected materials pertaining to serving LEP students in vocational education are included in this document: relevant publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases. Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix.

PROGRAM ADMINISTRATION

Career-Vocational Program

Apolloni, T. (Ed.). (1989, January). ***VERS handbook for administrators on career-vocational preparation services for disadvantaged students and students with handicapping conditions*** (rev. ed.). Rohnert Park, CA: Sonoma State University, Vocational Education Resource System, California Institute on Human Services.

This handbook was developed for administrators of local career-vocational preparation programs. Its primary purpose is to provide information necessary to plan, implement, and monitor career-vocational preparation services for handicapped, academically disadvantaged, economically disadvantaged, or limited-English proficient (LEP) students in regular vocational education classrooms. An overview of each segment of vocational education for students with special needs, definitions of terms, and recommended approaches for improving services are provided for the administrator. The first seven modules address administrative issues; the remaining ten focus on specific information which the vocational education administrator needs to know regarding the implementation of vocational education services for students with special needs. The following topics are presented in the modules: ideology, federal and state regulations, program planning, funding and fiscal management, personnel development, community relations, coordination with community support agencies, student identification, student assessment, development of the IEP, classroom/ program placement, instructional accommodations, learning centers, job market analysis, job development, job placement, and follow-up services. (205 pages)

Inservice Program

Bradley, C. H., & Friedenberg, J. E. (1989). ***Vocational training for LEPs: Ten tips for teachers*** [Filmstrip/ Cassette]. Bloomington, IL: Meridian Education Corporation.

Ten valuable tips to assist instructors and administrators in working more effectively with LEP students are presented in this filmstrip/cassette. Designed for use with inservice programs and teacher education courses, the focus of the presentation is that communicating in English is a vocational skill and that instructor attitude and understanding are keys to successful programs. Practical suggestions for adapting materials and methods are included. ($42.00)

Inservice Training

Bradley, C. H., & Friedenberg, J. E. (1988). ***Teaching vocational education to limited English proficient students***. Bloomington, IL: Meridian Education Corporation.

Designed for preservice and inservice training of non-bilingual vocational instructors, this textbook enables vocational instructors to (1) understand the rationale and philosophy of bilingual education, (2) become sensitive to the special needs and problems of bilingual and LEP vocational students, and (3) try new teaching techniques to be better able to meet each student's needs.

The handbook is divided into seven chapters, with practice questions at the end of each. Areas covered include presentation of the most common terminology associated with both bilingual education and vocational education; the history of bilingual education, vocational education, and bilingual vocational education; a detailed description of the special problems and needs of bilingual and LEP vocational students, along with a description of the practices to minimize them.

A description of several approaches to designing a bilingual vocational education program is included along with tips on how the instructor can get support from colleagues and the administration in establishing a program; and details on constructing a vocational course, from analyzing the occupation and its associated duties and tasks to developing lesson plans. A discussion of twenty commonly used teaching techniques and how each can be modified for multicultural vocational settings is outlined, along with several suggestions for communicating with LEP vocational students. Also provided are formal as well as informal methods of testing LEP students. The handbook concludes with appendices, including information about resources in bilingual vocational education and prevocational and vocational English as a Second Language (VESL). (117 pages, $10.95; 10 or more, $9.95)

VESL Inservice

California CBE Staff Development Project. (1986). ***VESL approaches***. Los Angeles: San Francisco State University.

Four videotapes with accompanying training guides comprise these materials. The first videotape, *ESL Program Approach*, focuses on teaching VESL within the ESL program. *Work Experience Approach*, the second videotape, addresses teaching VESL at a worksite. The third and fourth videotapes, *Vocational Program Approach*, focuses on teaching a parallel VESL class with vocational training. ($50.00 per video with appropriate training guide included; available from Outreach and Technical Assistance Network, La Puente, CA)

Developing VESL Programs

California State University, Consortium on Employment Communication. (1986). ***VESL (Vocational English as a Second Language): Making employment training work for limited-English proficient participants.*** Long Beach: Author. (ERIC Document Reproduction Service No. ED 279 906)

This handbook is intended for use by those attending a one-day workshop dealing with planning and developing a VESL program. Materials provided to reinforce the following objectives are addressed during the workshop: identify the need issues that can be used in planning services and responding to requests for proposals (RFPs), define VESL and identify the kinds of VESL, identify approaches that meet the needs of the LEP individual, list appropriate assessment instruments and methods for determining English language proficiency, demonstrate skills (program design and instruction) needed to implement a VESL program, and identify resources for implementation. The handbook is divided into the following five sections: data on the characteristics and educational needs of LEP persons and a compilation of VESL needs rationale resources; examinations of general occupational cluster and occupation-specific VESL; a table describing primary sources of vocational education/training and related instruction for LEP individuals; a guide to VESL instruction, which contains learning activities and information handouts based on the ESL, vocational, work experience, and workplace approaches; and the section from the GAIN (Greater Avenues for Independence) manual that deals with ESL and VESL. (122 pages)

Inservice Training Manual

Capacity Building for States Project, Northwest Educational Cooperative. (1990). ***Building competencies to serve LEP vocational students: An inservice manual.*** Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.

The Capacity Building for States Project was a bilingual vocational instructor training project funded by the U.S. Department of Education, Office of Vocational and Adult Education. It worked with four states (Colorado, Virginia, Washington, and Wisconsin) to develop long-range staff development plans and to train fifteen of their resource persons. This manual was developed as an aid to these individuals and others conducting inservice training related to serving the LEP in vocational education. It is designed for use by persons with inservice experience and with basic knowledge of the principles of bilingual vocational training, cross-cultural education, and/or language acquisition. Although aimed at the LEP, much of the information, training activities, and processes is applicable and readily adaptable for use by other special needs staff development and inservice personnel whose target populations are the handicapped and disadvantaged.

The manual is divided into four sections. Section I is a brief trainer's guide to planning inservice activities. Section II contains fourteen workshop presentations covering legislation, LEP student characteristics, assessment, cross-cultural sensitivity, career counseling, the bilingual vocational training (BVT) model, instructional techniques, and VESL. Section III provides an annotated bibliography of additional staff development materials with a cross index of topical areas by author and title. Section IV contains listings of resource agencies and organizations which offer literature searches, training, technical assistance, and funding information. (Check availability with Laura Karl, Bilingual Vocational Education Program, U.S. Department of Education, Switzer Building, Room 4512, 400 Maryland Avenue, SW, Washington, DC 20202-7242, (202) 732-2365)

Dropout Prevention Strategies

Careaga, R. (Comp.). (1988). ***Keeping limited English proficient students in school: Strategies for dropout prevention*** (Program Information Guide Series No. 7). Washington, DC: National Clearinghouse for Bilingual Education.

This guide provides practitioners with strategies that motivate and help LEP students to continue their education at least through high school. Topics include remedial language and content area instruction, career awareness, self-development activities and guidelines, and parental involvement strategies. (20 pages, $2.50)

Programs and Practices

Chinatown Resources Development Center. (1985). ***Promising programs and practices: Vocational education for limited-English proficient students***. San Francisco, CA: Author.

This resource guide provides practical information to educators directly involved with vocational education for the LEP population. Part I describes the nine major features of promising vocational education programs for LEP students: program approach, program duration, institutional support, staff commitment, VESL, bilingual support, counseling and guidance, job development and placement, and adaptation of existing courses and support services. Part II suggests specific practices for the effective operation of vocational education programs for LEP persons. They identify eight areas as being of critical importance: intake, student orientation, student assessment and placement, VESL curriculum development, VESL instruction, counseling and guidance, job development, and job placement. Exhibits throughout this section include sample forms, questionnaires, lesson plans, and exercises. (62 pages; available from Career Resources Development Center, 655 Geary Street, San Francisco, CA 94102, (415) 775-8880)

BVT Model

Cichon, D. J., Harns, C. M., & Gimbert, C. J. (1987). ***Promoting local adoption of bilingual vocational training models.*** Dover, NH: Development Assistance Corporation.

This guidebook was written as a workbook and resource book for workshop participants at regional meetings on BVT that were conducted across the United States in 1987. The purpose of the project from which the book was developed was to provide technical assistance to aspiring practitioners of BVT programs to help them adopt or adapt successful features of a BVT model without their receiving direct Federal BVT funding. The book is divided into the following twelve sections: (1) an overview of BVT, (2) assessing the job market, (3) assessing students, (4) BVT network, (5) BVT materials, (6) private sector linkages, (7) vocational/language coordination, (8) funding sources, (9) action planning/proposal writing, (10) a bipartite bibliography consisting of an annotated bibliography of eighteen selected abstracts and a master bibliography of citations containing fifty-five entries, (11) workshop evaluation forms, and (12) a list of curriculum coordination centers and state liaison representatives. (264 pages; available from Office of Vocational and Adult Education, Nancy Brooks, U.S. Department of Education, Switzer Building, Room 4512, 330C Street, SW, Washington, DC 20202-7242, (202) 732-2269)

ACCESS Approach

Cockrum, J. (1987). ***Conference leader's guide for the ACCESS team-workshop for teachers with limited English proficient students.*** Austin: University of Texas at Austin, Extension Instruction and Materials Center.

This guide presents instructions on how to conduct an ACCESS workshop, using handbooks and transparencies, to help enable teachers to work with LEP students. The workshop uses a VESL strategy. The guide outlines the structure for four teaching sessions, which include copies of the transparencies to be used and the narrative which accompanies the transparencies. Handbooks accompany each session. The initial section of this guide provides the conference leader with brief instructions on how to present the workshop. Session 1 covers the challenges that face various types of teachers involved with vocational education, discusses support systems, and examines the ACCESS approach to LEP instruction. Session 2 discusses analysis of material, communication, and coordination. Session 3 discusses methods of enriching LEP students' education and of being sensitive to LEP students' culture. Session 4 emphasizes the importance of stressing safety and of saving things. The final section of this document provides various forms for teachers to copy. (43 pages, $8.00)

Co-op Teachers

Cockrum, J. (1987). ***LEP handbook for co-op teachers.*** Austin: University of Texas at Austin, Extension Instruction and Materials Center.

This handbook for co-op instructors answers questions and makes recommendations on how to help LEP students gain greater access to vocational programs and their benefits. It presents the VESL strategy, designed to assist vocational teachers in providing quality instruction to LEP students, and outlines the ACCESS six-step approach, designed to increase access to quality vocational instruction for LEP students. The ACCESS approach encourages teamwork in providing vocational education for LEP students. A listing of sources of LEP materials and information, audiovisuals, computer-assisted instruction (CAI) software, and English-language material that may be adaptable is provided. Also included is an appendix of five forms for instructor use. (50 pages, $6.00)

Technology Education

Cockrum, J. (1987). ***LEP handbook for technology education teachers.*** Austin: University of Texas at Austin, Extension Instruction and Materials Center.

This publication is designed to assist technology education and ESL teachers to better serve the needs of LEP students. The handbook describes vocational support systems for LEP students and defines the ACCESS approach to LEP instruction. Recommendations for adapting curriculum, methods for presenting technical information, sources of materials and information, and examples of forms are included. (52 pages, $6.50)

Trade and Industrial

Cockrum, J. (1987). ***LEP handbook for trade and industrial teachers.*** Austin: University of Texas at Austin, Extension Instruction and Materials Center.

This publication is designed to assist trade and industrial vocational education and ESL teachers to better serve the needs of LEP students. The handbook describes vocational support systems for LEP students and defines the ACCESS approach to LEP instruction. Recommendations for adapting curriculum, methods for presenting related and technical information, sources of materials and information, and examples of forms are included. (50 pages, $6.50)

Program Evaluation

Fleischman, H. L., Hanberry, G. C., & Rivera, C. (1987). ***Evaluation guide for bilingual vocational training***. Arlington, VA: Development Associates.

This document represents a study completed by Development Associates, Inc. It is a compendium of information distributed by the Office of Vocational and Adult Education to help local LEP programs improve their approach to evaluation. It contains directions for planning program evaluations, recommended evaluation questions, sample data collection instruments, and specific guidance regarding data collection approaches. While designed for use in planning evaluations of programs for LEP adults, much of the information is equally applicable to ESL and VESL programs for secondary age students. (Available from the U.S. Department of Education, Office of Vocational and Adult Education, Laura Karl, (202) 732-2365)

Secondary and Postsecondary Inservice

Friedenberg, J. E., & Bradley, C. H. (1988). ***A handbook for Education Agencies vocational English as a second language***. Bloomington, IL: Meridian Education Corporation.

This resource is intended for secondary and adult vocational educators working with LEP students, workers, and adult refugees. It can be used as an inservice tool or as a course text for instructors in ESL, bilingual education, and vocational special needs training. The handbook is divided into seven chapters, each dealing with theoretical and practical issues in the development of VESL programs.

Chapter 1 identifies VESL expressions and describes the difference between VESL instruction and other ESL programs. Chapter 2 describes four common program designs as well as the characteristics of an ideal program. The combination of job-related ESL instruction and bilingual vocational training is identified as the most effective. This chapter also describes program features which ensure success for LEP vocational students. Collaboration between vocational and ESL personnel is crucial to the success of a VESL program. An understanding of vocational education and its language, presented in Chapter 3, provides the VESL instructor with the basis for building positive relationships with vocational instructors. The steps involved in collaborating and guidelines for collaborating conferences are presented in Chapter 4. Chapter 5 discusses practical information on what the VESL lesson should contain. Several sample lesson activities which have been found effective for VESL instruction are included. The final two chapters evaluate instructional materials and examine assessment considerations in VESL instruction.

Each chapter concludes with a set of practice questions on its content. The appendices contain listings of professional resources, English proficiency assessment instruments, and prevocational materials. (90 pages, $9.95; ten or more, $8.95)

BVT Program Development

Friedenberg, J. E., Gordon, R. A., & Dillman, M. A. (1988). ***Administer vocational programs for limited English-proficient students.*** Athens, GA: American Association for Vocational Instructional Materials.

This module is one in a series of four performance-based modules from the series *Serving Limited English-Proficient (LEP) Students* which focus on serving LEP vocational students. Directed toward administrators, program directors and coordinators, this publication describes the BVT model for services for LEP vocational students. Sources of assistance, personnel needs, and evaluation of services to LEP vocational students are covered. (50 pages, $8.00; series of four, $29.70)

Program Development

Hardy, D. W. (1989). ***Developing programs for LEP students in vocational education: A handbook for administrators and teachers.*** Austin: University of Texas at Austin, Extension Instruction and Materials Center.

Designed to assist teachers and administrators with the task of effectively teaching the LEP students, this handbook is based on a model program developed cooperatively by the Extension Instruction and Materials Center at the University of Texas at Austin, the Corpus Christi Independent School District, and the Texas Education Agency. The thrust of the model program is to keep LEP students in school so they can learn the skills needed to be successful upon graduation. The chapters describe how the model program was developed and offer additional suggestions for consideration. The overall goal of the handbook is to provide the information necessary to learn from the success of the model program and to avoid its pitfalls. An extensive list of suitable reference and resource materials for use in vocational and academic classrooms is also included. (104 pages, $7.50)

State Model

Michigan State Board of Education. (1985). ***Michigan's model for delivering vocational education to secondary limited English proficient and minority language students. Volume I: The model.*** Lansing: Author.

Divided into six sections, this manual describes a model which serves as a guide to Local Education Agencies (LEAs) as it relates to the provision of Vocational Education to secondary LEP and minority language students. Components of the model covered in each section include awareness, linkage, identification and assessment, methods and strategies, and inservice and professional development. Also included are technical assistance appendices. The information presented is based on the Office for Civil Rights Guidelines for Vocational Education and the experiences of vocational and bilingual educators. Personnel should adopt and utilize procedures and materials appropriate for the needs of the LEA. The procedures and materials in this document are intended to be used in conjunction with existing resources and the innovative approach of the LEA. (110 pages)

State Strategies and Techniques

Michigan State Board of Education. (1985). ***Michigan's model for delivering vocational education to secondary limited English proficient and minority language students. Volume II: Strategies and techniques for teaching limited English proficient students in vocational education classes.*** Lansing: Author.

Designed for vocational teachers and support personnel at the secondary level, this manual provides teaching strategies and techniques which will assist LEP students in learning the vocational content area. Strategies and techniques which may be used bilingually are designated accordingly. The first five sections of the manual are designed to assist LEP students who have difficulty successfully participating in vocational classes because of language problems with the specific skill areas of vocabulary, listening, speaking, reading, and writing. The last five sections list strategies which address several skill areas and general classroom concerns and include integrated language skills, technical language skills, test adaptation and text selection and adaptation, use of human resources, and general language and language learning considerations. A *Prescriptive Category Index* is provided to assist vocational educators and support personnel to quickly locate strategies and techniques which fit their LEP students' needs and their particular classroom situation. This index serves as an easy-to-use reference guide to the teaching strategies.

Strategies for State Education Agencies

Partee, G. (1988, August). ***Strategies for increasing the achievement and attainment of at-risk Hispanic females through vocational education***. Washington, DC: Resource Center on Educational Equity, Council of Chief State School Officers.

This report is intended to be used by state education agencies in structuring of funding programs, providing technical assistance to local districts, developing resources and materials, and planning strategies to increase the participation of minority females in non-traditional vocational education programs. It contains the results of a survey of state education vocational education directors and vocational sex equity coordinators in twenty-seven states and the District of Columbia to identify model programs and approaches in vocational education at the middle and secondary school levels which target the special needs of at-risk Hispanic females. Several programs which target at-risk Hispanic females are presented. Program components and practices associated with improved academic and employment outcomes for these students are discussed. Recommendations for policymakers in vocational education and sex equity vocational education programs are included, as well as additional references. (25 pages)

Funding Strategies

Peterson, M., & Berry, D. W. (1984). ***Strategies for using external resources in bilingual vocational training programs: A guide for program planning and operation***. Los Angeles: California State University, Los Angeles, Evaluation, Dissemination, and Assessment Center.

This product represents a series of nine case studies of the activities of BVT programs and refugee assistance programs to prepare limited-English speaking (LES) adults for employment. This report describes how resources external to a training program may be obtained and used to augment training program operations supported through regular funding. It also describes the essential activities for the following six components of a BVT program: outreach and initial screening; intake, assessment, assignment, and orientation; supportive services for trainees; employability instruction; job development and placement; and follow-up with former trainees and employers. (173 pages, $10.00)

Supplemental Staff Development

Presberry, I. V. (1987, July). ***Support for vocational special needs students: A manual for supplemental professional personnel.*** Jefferson City: Missouri Department of Elementary and Secondary Education, Special Needs and Guidance Services, Division of Vocational and Adult Education.

This manual was developed in response to requests from supplemental professional staff instructors in the State of Missouri. Supplemental instructors are approved to work in area vocational-technical schools and comprehensive high schools, as well as junior and community colleges where disadvantaged and/or handicapped students are enrolled in vocational training programs. The supplemental staff person assists vocational teachers through providing additional instruction as the special needs of the students dictate in order for the student to be successful. In addition to role definition for the supplemental instructor, the manual offers tips for (1) eliminating attitudinal barriers against special needs students; (2) developing rapport between supplemental and assigned vocational teachers; (3) writing vocational plans; and (4) working with disadvantaged, limited English proficiency, and handicapped students. Extensive resource lists offer information on materials, assistive devices, organizations, and services. The appendices include suggested assessment and evaluation forms, and information on writing and using activity packages. (264 pages)

Workplace Training Guide

Reed, T. (Ed.). (1984). ***Cross-cultural communication in the workplace: A training handbook.*** Des Plaines, IL: Northwest Educational Cooperative.

This trainer's guide for conducting workshops to employers of LEP immigrants was field-tested and revised on the basis of direct feedback from company supervisors and managers from five occupational areas. Sample workshop agendas are included for presenting one-, two-, or three-hour sessions. Activities could be combined to deliver a one and a half- or two-day workshop. Activities include a simulation of a company faced with accommodating and training newly hired immigrants; a discussion of "critical incidents," misunderstood behavior of the LEP employees; a "mini-shock" language immersion lesson; informative lecturettes; and others. Handouts and evaluation forms are included. A videotape depicting seven "critical incidents" of cross-cultural communication breakdowns is also available.

BVT Program Development

U.S. Department of Education, Bilingual Vocational Education Program. (1989). ***Employment training for limited English proficient individuals: A manual for program development.*** Washington, DC: Author.

The procedures commonly used to plan and implement BVT (Bilingual Vocational Training) programs are described in this manual. Written in two parts, the first part consists of the following sections pertaining to planning a BVT program: determining the need for BVT, developing support and assessing resources, staffing the BVT program, staff development, and outreach/recruiting and initial screening. The second part consists of the following sections regarding implementation of a BVT program: intake and assessment, bilingual vocational instruction, VESL instruction, counseling and support services, job development and placement, and program evaluation. (60 pages, no charge)

Educators' Handbook

Vernon, V. J. (1984). ***Vocational education for limited English speaking students: A handbook for educators.*** Philadelphia, PA: Temple University, Department of Vocational Education. (ERIC Document Reproduction Service No. ED 250 561)

This handbook was developed to assist vocational educators in meeting the needs of the growing LES population in the regular classroom. The guide is organized in five sections. The first section provides a list of needed teacher competencies for teachers of LES students in regular vocational classrooms, while section II gives specific strategies for implementing these competencies. Section III describes sources of instructional support that can be found in the school setting. Cultural background and educational needs of two cultures, Hispanic and Indochinese, are found in Section IV. The final section contains appendices which detail where instructional materials and resource assistance specifically designed for LES students can be obtained. Bilingual materials are listed in this section as well. (97 pages)

CURRICULUM AND INSTRUCTION

VESL Instructional Resources

Clevesy, R., & Kremer, N. (1988). ***VESL resources: A guide to instructional resources for vocational English as a second language.*** Los Angeles, CA: Los Angeles Community College District, Office of Occupational and Technical Education.

Prepared by the Consortium on Employment for the Los Angeles Community College District, this bibliography was compiled to assist vocational, ESL, and learning center instructors in identifying and obtaining materials that will help their LEP students succeed in their occupationally related educational goals. The bibliography emphasizes VESL materials which develop occupationally related language skills. It is divided into the following sections: annotated VESL selections, basic skills, computer literacy, general technology, general VESL, technical writing, and specific occupations. Appendices are included for the addresses of the sources listed in the bibliography, for computer-assisted instruction sources, and for a language index. (148 pages)

Teacher Training

Colby, C. R., Parrish, L. H., & Wircenski, J. L. (1987, June). ***Vocational special needs teacher training curriculum.*** Austin: University of Texas at Austin, Extension Instruction and Materials Center.

This two-volume curriculum set is targeted at handicapped, disadvantaged, and limited-English proficient (LEP) students and is intended to provide information concerning special needs students in all the important program areas of vocational education. The primary purpose for this material is to assist vocational teacher educators in (1) becoming knowledgeable in vocational special needs education and (2) providing this information within their preservice and inservice instructional programs. The set consists of ten self-contained modules with each module composed of the following eight color-coded sections: (1) an introduction, (2) performance objectives, (3) definition of terms, (4) an overview, (5) a lesson plan, (6) transparency masters, (7) handouts, and (8) an evaluation. Topics covered in individual modules include the following: using the modules; federal legislation; learner characteristics; vocational assessment; coordinated planning; interagency cooperation; modification concerning curriculum, learning environment, and instruction; generalizable skills; serving LEP students; and student evaluations. ($73.00)

Bilingual Voc-Ed Instructional Resources

Friedenberg, J. E., & Bradley, C. H. (1984). ***Instructional materials for bilingual vocational education: Evaluation, modification, and development.*** Orlando, FL: Harcourt Brace Jovanovich.

Developed in response to the need for information on vocational instructional materials that can be used with LEP persons, this guide provides information on national resources and centers and suggests ways to use community resources, evaluate instructional materials, and adapt or develop materials. The book is divided into six chapters. Chapter 1 identifies nine types of national organizations that provide materials about or for bilingual vocational instruction. Chapter 2 describes a process for utilizing one's local community as a resource. Chapter 3 presents guidelines for evaluating and modifying English vocational materials for use with LEP students, and Chapter 4 presents guidelines for evaluating bilingual and non-English vocational training materials. Chapter 5 describes the process of developing instruction sheets or written teaching aids designed to be studied by individual students. The chapter also provides samples of the most frequently used instruction sheets. Chapter 6 discusses the process of developing individualized learning packages for LEP vocational students. Appendices contain information on curriculum coordination centers, selected visual aids, resources for sex equity, and word games. (122 pages, $8.50)

Curriculum and Instruction Adaptation

Friedenberg, J. E., Kulick, S., Gordon, R. A., & Dillman, M. A. (1988). ***Adapt instruction for limited English-proficient vocational students.*** Athens, GA: American Association for Vocational Instructional Materials.

This publication is one in a series of four performance-based modules from the series *Serving Limited English-Proficient (LEP) Students* which focus on serving LEP vocational students. Directed toward vocational teachers, it deals with how instructional techniques and materials can be adapted to serve LEP students effectively. Instructors will learn how to obtain educational and background information they need on LEP students; they will learn about services in the community that can support their efforts; and they will learn how to help students best by using the students' native languages. (54 pages, $8.00; series of four, $29.70)

Voc-Ed Program

Sarkees, M. D., West, L. L., & Wircenski, J. L. (1988). ***Vocational education programs for the disadvantaged*** (Information Series No. 329). Columbus: Ohio State University, Center on Education and Training for Employment.

The methods of assuring compliance with federal regulations mandating equal access that are reviewed in this document are intended to be adapted or adopted by state and local administrators, vocational education teachers, and counselors. The first section discusses the educational, financial, social, and environmental factors that contribute to being disadvantaged. The legislative foundation for disadvantaged individuals in vocational education is examined, with special emphasis on legislation pertaining to academically and economically disadvantaged and LEP individuals. A section on program planning and instruction discusses the special problems faced by disadvantaged students in the areas of academic achievement, functional curriculum, and generalizable, basic, vocational readiness, employability, and study skills. It outlines strategies that have proven effective in helping disadvantaged persons acquire these skills. The next section deals with supportive services and special staff. Thirteen specific recommendations for working with disadvantaged students in vocational education programs are provided. (49 pages, $5.25)

COMPREHENSIVE SUPPORT SERVICES

Overcoming Obstacles

Berry, D. W., & Feldman, M. A. (1985, May). ***Overcoming obstacles to full participation of trainees in bilingual vocational training programs.*** Los Angeles: California State University, Evaluation, Dissemination and Assessment Center.

Based on the experiences of nine federally funded bilingual vocational training projects, this study examines cultural, financial, and instructional obstacles faced by limited-English speaking (LES) adults in bilingual vocational training (BVT) projects, and assesses the methods and procedures used to resolve the problems. A major finding of the study is that few, if any, of the obstacles identified could be called culture-specific. Most are classified as instructional obstacles or attendance obstacles. Each of the problems relating to attendance or instruction are outlined, and the methods used to address them are reviewed. Suggestions are made for mechanisms and procedures to identify, prevent, and resolve obstacles to participation. Appendices include project descriptions and a ten-page bibliography. (162 pages, $10.00)

Assessment Process

Friedenberg, J. E., Gordon, R. A., & Dillman, M. A. (1988). ***Conduct intake assessment for limited English-proficient vocational students.*** Athens, GA: American Association for Vocational Instructional Materials.

This is one of four performance-based modules from the series *Serving Limited English-Proficient (LEP) Students* which focuses on serving LEP vocational students. The intake process and the purpose and importance of assessing LEP students for English and native language proficiency and vocational interest and aptitude are discussed. The administration and use of appropriate assessment instruments and techniques and the interpretation of assessment results are covered. (50 pages, $8.00; series of four, $29.70)

Assessment Instruments

Iribarren, N. (1988). ***A resource compendium of assessment instruments which can be used to help schools in the education of LEP students.*** Washington, DC: National Clearinghouse for Bilingual Education.

This annotated bibliography reviews the assessment instruments designed for LES students from pre-school through adulthood. The reviews are organized as follows: Achievement Tests; Language Proficiency; Tests of Aptitude, General Ability, Intelligence, and Cognitive Development; and Vocational, Career, Attitudinal, and Personality Inventories. (53 pages, $4.50)

Vocational Assessment

Kapes, J. T., Parrish, L. H., Vansickle, T. R., & Vansickle, K. J. (1988, January). ***Vocational assessment handbook***. Austin: University of Texas at Austin, Extension Instruction and Materials Center.

The primary purpose of this handbook is to provide resources for individuals engaged in the vocational assessment process under the requirements of the Carl D. Perkins Vocational Education Act (P.L. 98-524). Directed towards a target population of handicapped and academically disadvantaged students, the handbook is divided into eight separate sections beginning with a background and overview of vocational assessment in Section I. Section II provides an overview of the entire process of assessment with handicapped individuals from a career guidance perspective. It includes a review of relevant legislation and literature, as well as a global view of the three-level model of assessment which was developed in Texas. The procedures for implementing vocational assessment in Texas under the Perkins Act is described in Section III. Section IV contains brief descriptions of currently available commercial assessment instruments, as well as a sampling of locally developed materials. Section V provides a brief overview of the measurement techniques that would be necessary to develop norm, reliability, and validity data for either locally developed performance samples or the modification of commercial instruments. An IBM computer software program developed to be used in conjunction with this section is also included with the handbook. Report writing as a means to communicate the results of vocational assessment is found in Section VI, while Section VII describes how to interpret and use the data obtained. Section VIII contains the appendices which include additional information to support several of the sections along with an annotated bibliography. (290 pages, $20.50)

Program and Services Information

Lehmann, J. (1989). ***Serving limited English proficient students in vocational education***. Fort Collins: Colorado State University, Vocational Special Needs School of Occupation and Educational Studies.

Designed to be a supplement to the *Resource Guide to Supplemental Services* (a 1988 publication available from Colorado State University), this manual includes information on the need to serve LEP students in vocational programs. Suggestions are offered in the areas of assessment, critical support services, and the role of the supplemental services coordinator in providing services to LEP students. State, local, and national resources are also listed. (100 pages, $5.00)

Career-Vocational Program

Nemko, B., & Holmes, A. (1987). ***Resources, strategies and directions to better serve disadvantaged students in career-vocational preparation.*** Sacramento: California State Department of Education, Career-Vocational Preparation Division.

Presented in modular form, this guide is designed to assist those involved with career-vocational preparation in developing and improving programs directed toward serving the special needs of disadvantaged students and fulfilling the requirements of the Perkins Act. The modules are as follows: *Module I—Assessment of Interests, Abilities, and Special Needs*; *Module II—Special Guidance, Counseling, and Career Guidance*; *Module III—Adaptation of Curriculum, Instructional Material, Equipment, and Facilities*; *Module IV—Community Involvement: The Roles of Parents, Business, and Industry*; and *Module V—Transition.* (86 pages)

Assessment and Support Services

Texas Education Agency. (1985, August). ***Serving special needs students in vocational education*** (The Carl D. Perkins Vocational Education Act, P.L. 98-524). Austin, TX: Author. (ERIC Document Reproduction Service No. ED 277 855)

This document describes the vocational assessment, support services, and guidance activities requirements of the Carl D. Perkins Vocational Education Act under the Criteria for Services and Activities for the Handicapped and for the Disadvantaged, Section 204. It begins by defining those students eligible for these program activities and services. Required services and activities are then discussed. Vocational assessment is considered in terms of who is responsible; who, when, what and how to assess; and use of the data. A discussion of vocational support services includes these topics: support centers, support teachers, and models of supplemental services for LEP students. Guidance and counseling activities are suggested. Coordination of services with the Job Training Partnership Act (JTPA) is briefly addressed. Appendices, amounting to over one-half of the document, include assessment forms, a list of assessment instruments, a special needs student profile, a form for a comprehensive analysis of a vocational training program, forms for prescribing vocational support services, and a list of selected sources of bilingual and non-English vocational materials. Also attached is a chart showing the planning/placement process as it relates to the vocational assessment of handicapped students. (47 pages)

Assessment and Support Services

Vocational Education Programs. (1989, July). ***Guidelines for serving special needs students in vocational education.*** Austin: Texas Education Agency.

This document, prepared by staff from the Vocational Education Program Division of the Texas Education Agency, is intended to assist teachers, counselors and administrators in fulfilling state and federal requirements for serving students who are handicapped, educationally disadvantaged, economically disadvantaged, limited- English proficient, or at risk in vocational education programs. It offers comprehensive information about student identification, vocational assessment, placement procedures and the provision of special services that support special needs students in vocational education programs. Detailed appendices offer assessment instruments for students and programs, and information is given regarding additional resources. (54 pages)

FORMALIZED ARTICULATION AND COMMUNICATION

Recruitment

Friedenberg, J. E., Gordon, R. A., Bradley, C. H., & Dillman, M. A. (1988). ***Recruit limited English-proficient students for vocational programs.*** Athens, GA: American Association for Vocational Instructional Materials.

This publication is one in a series of four performance-based modules from the series *Serving Limited English-Proficient (LEP) Students* which focus on serving LEP vocational students. Intended for vocational educators and recruiters, this module discusses how to better target recruiting efforts for LEP persons. The development of a recruitment plan, appropriate bilingual promotional materials and activities, and how to involve others in the recruitment process is discussed. (66 pages, $9.00; series of four, $29.70)

Collaboration

Hudelson, S., & Bradley, C. (1987, June). ***VESL: A collaborative approach to literacy and vocational skills.*** In *Promoting adult learning* (BEO16774) (pp. 54-66). Symposium conducted at the Second Family English Network Program Annual Symposium, Miami, FL.

Vocational English as a Second Language (VESL) is a particularly effective means of ESL instruction because the language teaching activities are directly connected to vocational content and thus are meaningful to the student. VESL programs must be implemented in conjunction with vocational instruction so that the VESL classes are meeting the immediate vocational language needs of LEP students enrolled in specific vocational programs. To develop an effective VESL program, ESL professionals must consult and coordinate with vocational educators. Instructions for implementing a vocational program and for collaboration between ESL and vocational teachers are included. Twenty-two references are cited. (Available from English Literacy Network Program, Florida International University, University Park, Miami, FL 33199)

OCCUPATIONAL EXPERIENCE

Outcomes

Campbell, P. B., et al. (1986). ***Outcomes of vocational education for women, minorities, the handicapped, and the poor.*** Columbus: Ohio State University, Center on Education and Training for Employment. (ERIC Document Reproduction Service No. ED 266 315)

This study investigated interrelationships between educational background and membership in "groups of special interest"—women, blacks, Hispanics, Native Americans, Asians, persons of low socioeconomic status (SES), handicapped individuals, and persons with limited English proficiency. The secondary vocational education curriculum attracted, in disproportionate numbers, youth with low SES, lower ability, and feelings of personal inadequacy. Pronounced gender differences by specialty can be noted within the vocational education curriculum. The likelihood of continuing education beyond high school was significantly greater for youths of higher SES, greater ability, and higher self-esteem. A secondary vocational curriculum paid off in earnings for youth subsequently employed in jobs related to training. Significant gender differentials in earnings existed. Regarding race and ethnicity, no statistically significant earnings differentials favored whites. Policy measures were implied by the absence of racial labor market discrimination, absence of racial and ethnic earnings differentials, and overrepresentation in vocational education of students with low self-esteem and their subsequent lower educational and labor market achievement. (248 pages)

Finding a Job

Friedenberg, J. E., & Bradley, C. H. (1986). ***Finding a job in the United States.*** Lincolnwood, IL: National Textbook Company.

Written in clear, simple English, this book contains information based on the successful experience of job seekers and on information and advice from the U.S. Department of Labor. It includes information about American job customs and about laws and regulations related to immigration and discrimination. It offers a systematic plan for finding a job, giving advice to people who may be less familiar with American job customs and who do not speak fluent English. (120 pages, $6.95)

Workforce Strategies

Miller, S. M., Nicolau, S., Orr, M. T., Valdivieso, R., & Walker, G. (1988). ***Too late to patch: Reconsidering second-chance opportunities for Hispanic and other dropouts.*** Washington, DC: Hispanic Policy Development Project.

This report includes the results of a survey that investigated the experience of the JTPA's Private Industry Councils in thirty markets that have large Hispanic populations. The report seeks to identify the obstacles that have made it difficult for JTPA to serve at-risk youth, as well as the more general problems that impede the progress of Hispanics in and out of school. The report describes gaps in service and support, and explores strategies and options that can integrate more Hispanic young people into stable sectors of the workforce. (115 pages)

GENERAL BACKGROUND LITERATURE CONCERNING STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Educational Issues

Ambert, A. N., & Melendez, S. E. (1985). ***Bilingual education: A sourcebook.*** New York: Garland Publishing.

The essays in this book examine issues in providing educational programs for the limited-English speaking (LES) student and include extensive annotated bibliographies on the subject. Written for teachers, teacher trainers, parents, administrators, and others interested in bilingual education, the book can be used in training situations or for general background reading. The following topics are covered: program models, legal issues, English as a second language (ESL), assessment, reading, bilingual special education, bilingual vocational education, program evaluation, parental involvement and participation, teachers and teacher training, and bias against bilingualism and bilingual programs. Each essay is followed by an annotated bibliography of recent publications. Appendices contain an annotated list of curricular material resources, an address list of organizations, and a list of journals in the bilingual education field. (340 pages, $45.00)

Condition of Bilingual Education

Bennett, W. J. (1988). ***The condition of bilingual education in the nation: 1988. A report to Congress and the President.*** Washington, DC: U.S. Department of Education.

This report summarizes its findings on important issues confronting the education of language minority students in the United States. The findings include summaries on the national assessment of the needs of limited-English proficient (LEP) students; the need for teachers with specialized teaching skills to implement instructional programs to meet the needs of LEP students; and state and local efforts in the instruction of LEP students, including legislation, policy, and how state educational agencies are organized to deal with LEP student instruction. The activities supported and administered by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education are summarized as well as those of other Federal assistance programs which serve LEP students but which are not funded under the Bilingual Education Act or administered by OBEMLA. Future directions for Title VII programs are presented with the understanding that these programs will be guided by the recently reauthorized Bilingual Education Act (P.L. 100-297) through 1993. (45 pages, no charge; a limited number of copies available from the Office of Bilingual Education and Minority Languages Affairs, 400 Maryland Avenue, SW, Switzer Building, Room 5086, Washington, DC 20202-2518)

Right of Access

Carrera, Esq., J. W. (1989). ***Immigrant students: Their legal right of access to public schools. A guide for advocates and educators.*** Boston, MA: National Coalition of Advocates for Students, The Immigrant Student Program.

The manual addresses prohibited and recommended *Plyler* (the Supreme Court ruling on the right of access of immigrant children to public schools) and right of access practices for educators, advocates, and school lawyers. The first section outlines prohibited and recommended everyday school practices. The second section addresses the *Plyler* right of access and the legal reasoning behind it. The role that parents and community members need to play to insure that schools abide by and respect the *Plyler* rights of immigrant students is discussed in the third section. Included also are supplements pertaining to legal information affecting non-immigrant students in the United States and regulations and policy statements which may serve as models for advocates in other school districts. (51 pages, $12.00)

Bilingual Education

Contreras, A. R., Iacona, C., & Valtierra, J. G. (Eds.). (1988, April). ***Bilingual education.*** Bloomington, IN: Phi Delta Kappa Center on Evaluation, Development, and Research.

Despite the large influx of immigrants from widely divergent origins since the 1960s, bilingual education and its relative support at both state and federal levels has become a controversial issue among some educators, particularly with growing interest in establishing English as a national language. The purpose of this volume, included in the *Hot Topic Series* developed by the Center for Evaluation, Development, and Research (CEDR), is to present carefully selected articles in order to inform educators about the concepts, issues, skills, and strategies that characterize attempts to meet the needs of language-minority children. Related social forces and policy issues are identified and discussed. Material is presented in five sections: perspectives, policy issues, research on socio-cultural factors, program implementation, and a comprehensive summary of bilingual education which suggests that special methods and curricula are necessary in order for students to achieve proficiency in both their second and their native languages. (256 pages, $20.00)

Trends in Voc-Ed for LEP

Crandall, J. A. (1985). ***Directions in vocational education for limited English-proficient students and adults*** (Occasional Paper No. 109). Columbus: Ohio State University, Center on Education and Training for Employment.

This paper presents four apparent trends in current second-language acquisition research and language teaching which are particularly

relevant to the delivery of vocational education for LEP persons. They are the development of competency-based, functional, and task-oriented language learning programs; the increasing specialization of language instruction and the concomitant combining of English and content-area instruction; the distinction between communicative and cognitive language skills; and the development of a theory of language that maximizes meaningful input as its basis. Other insights learned during the past decade suggesting beneficial approaches to vocational education for LEP students and adults are highlighted, as well as areas needing further investigation. (36 pages, $3.50)

Vocational Training Needs

Fleischman, H. L., & Willette, J. (1988, November). ***An analysis of vocational training needs and services for limited English proficient adults.*** Arlington, VA: Development Associates.

This document brings together the major findings from a study of vocational training and other employment-related services for LEP adults and out-of-school youth. The study was part of the National Assessment of Vocational Education carried out within the U.S. Department of Education. Chapter I provides an introduction while Chapter II presents the estimates and projections of the LEP adult population in need of vocational education and related-employment services. A framework for describing models of vocational training and other employment-related services for LEP adults is described in Chapter III. Chapter IV presents the overall findings of the six case studies which were conducted to examine services and policies concerning the provision of vocational services to LEP adults. Conclusions and a total of eighteen recommendations are presented in Chapter V. The major conclusions of this study are interesting in that (1) the number of LEP adults who lack the skills to compete in the future U.S. labor market is increasing; (2) neither the federal nor state governments are adequately addressing this issue; and (3) the growing LEP adult population is impacting most heavily on selected urban areas and rural agricultural areas in certain parts of the country. (36 pages; available from the National Assessment of Vocational Education Reports, %Karen Cossaro, U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC)

Services and Policies

Fleischman, H. L., Willette, J., Hanberry, G. C., & Hopstock, P. J. (1988, November). ***Case studies of vocational education services and policies for limited English proficient adults.*** Arlington, VA: Development Associates.

The purpose of this document is to present the results of case studies which were conducted in six states (Arizona, California, Florida, Illinois, New York, and Texas) to explore the nature of programs and policies relative to vocational training and other employment-related services for LEP adults. This effort was part of the National Assessment of Vocational Education being conducted by the U.S. Department of Education. The specific objectives of the case studies were (1) to determine state and local policies and practices for providing and/or funding vocational training and other employment-related services for LEP adults, including state and local climate, Perkins Act funding, and planning, cooperation, and coordination among agencies; (2) to determine what vocational training and other employment-related services are being provided to LEP adults, including mix and coordination of services, agencies providing services, appropriateness of using a single training model across a state, and additional needs/gaps in services; and (3) to collect information concerning policy incentives for encouraging states and localities to devote additional resources for providing vocational training and other employment-related services to LEP adults, including most effective federal and state roles, and barriers to policy and program development. (207 pages; available from the National Assessment of Vocational Education Reports, %Karen Cossaro, U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC)

Condition of Voc-Ed

Friedenberg, J. E. (1987). ***Condition of vocational education for limited-English-proficient persons in selected areas of the United States.*** Columbus: Ohio State University, Center on Education and Training for Employment. (ERIC Document Reproduction Service No. ED 284 974)

This draft report examines the practices of vocational education programs that serve LEP students without the benefit of federal bilingual vocational training funds. Case studies were conducted of such programs and data was gathered through interviews with administrators, vocational teachers, ESL teachers, counselors, job developers, and students. The following conclusions were drawn: (1) improved assessment and recordkeeping techniques as well as consistent policies are needed; (2) better information about vocational education programs needs to be disseminated to LEP students; (3) entrance testing and interviewing geared to LEP students are needed to assure greater equity and access; (4) instruments designed for LEP students should be more widely used; (5) a need exists for improved planning for LEP vocational students in some

states; (6) ESL and bilingual instructional services available to LEP students should be increased; (7) techniques for appropriate and effective use of bilingual teacher aides should be used more widely; (8) vocational education personnel need increased training in serving LEP students; and (9) the most viable way to ensure that LEP vocational students are served effectively is to establish a non-exclusionary policy, develop a plan for implementing it, and provide a competent full-time person to execute that plan. Recommendations for improving the condition of vocational education for LEP students are discussed for the federal government, state education agencies, colleges and universities, local schools, commercial publishers, professional associations, and individuals. Interview forms and documents are included as an appendix, and seventeen references are cited. (134 pages)

Bilingual Voc-Ed

Friedenberg, J. E., & Bradley, C. H. (1984). ***Bilingual voc ed*** (Information Series No. 269). Columbus: Ohio State University, Center on Education and Training for Employment.

This paper presents a historical overview of bilingual and vocational education. The need for bilingual vocational education is described along with the status of current programming. The description includes program design, assessment practices, instructional materials, personnel, and strategies in bilingual vocational instructor training. Exemplary bilingual vocational education programs are reviewed, including those on the federal, state, and local levels, and VESL programs are described. Finally, recommendations are made relative to program development and expansion. Appendices list selected sources of bilingual and non-English vocational materials and selected resources in bilingual vocational training. (58 pages, $5.75)

Forgotten Half

Grant, William T. Foundation Commission on Work, Family and Citizenship. (1988, January). ***The forgotten half: Non-college youth in America.*** Washington, DC: Author.

This interim report on the school-to-work transition includes the Commission's perspective on young Americans and its rationale for the goals and priorities in public policy and private practice found throughout the study. It covers the new economic realities which make it more difficult than ever for young people to make a successful transition to self-sufficient family life or independent living. Chapters 3-7 contain analyses of ways, both old and new, to improve the school-to-work transition, including a presentation of the Commission's case for additional public funding of proven programs for children and youth. (98 pages, $5.00)

Investing in Youth

Grant, William T. Foundation Commission on Work, Family and Citizenship. (1988, November). ***The forgotten half: Pathways to success for America's youth and young families. Final report.*** Washington, DC: Author.

The William T. Grant Foundation Commission on Work, Family and Citizenship's Final Report concludes the study of the ***Forgotten Half: Non-College Youth in America.*** The report reaches beyond the boundaries of school and work into the families and communities where young people learn the lessons and dreams of adulthood. It outlines the profound social and economic changes that have altered the shape and sometimes challenged the effectiveness of America's two central social institutions: family and community. The document features not only diagnoses for treating youth in trouble, but prescriptions to foster the healthy development of all youth and to prevent trouble from occurring. The Commission's perspective is straightforward: As partners in today's world, and shapers of tomorrow's, young people deserve our respect, as well as greater attention to their most pressing needs. The Forgotten Half particularly deserves greater public and private investments in its future—investments that will benefit all Americans. This report suggests four major strategies to help young people in the Forgotten Half regain hope for the future and make a successful entry into the adult world: (1) enhance the quality of youth-adult relationships, both in and out of the family; (2) expand community supports, with an emphasis on youth service and youth leadership activities, to help integrate all young people into their communities and the nation; (3) extend and improve current employment opportunities for more non-college-bound youth; and (4) take a long stride toward more equitable youth education and training policies with a proposed new Fair Chance: Youth Opportunities Demonstration Act. (202 pages, $5.00)

Program Effectiveness

Hayward, B. J., Adelman, N. E., & Apling, R. N. (1988, February). ***Discussion papers for the National Assessment of Vocational Education. Exemplary secondary vocational education: An exploratory study of seven programs.*** Washington, DC: National Assessment of Vocational Education, U.S. Department of Education.

Among the investigations commissioned by the National Assessment of Vocational Education (NAVE) to address the information needs of Congress was a small exploratory study of exemplary secondary vocational education. This report includes (1) a discussion of the study purposes and methods, (2) a synthesis of major findings, and (3) case studies of seven effective secondary vocational education schools or programs. Chapter I provides an overview of the study purposes and methods. Chapter II contains study findings on program effectiveness, program evaluability,

program replication or adaptation, and responses to the educational challenges of the 1980s. The following were identified as the chief characteristics of program effectiveness for secondary vocational programs: (1) clear and uniform understanding among administrators, teachers, parents, and students concerning the chief goals of secondary vocational education in a particular setting; (2) consistent attention to the development of student self-esteem; (3) strong program or school leadership which is characterized by creativity, flexibility, and commitment to vocational education as an integral component of secondary education; (4) inclusion of employability skills development as a key component of vocational curricula; (5) presence of a strong cooperative education component that provides students with support as they make the transition from school to work; and (6) implementation of strategies to provide effective programs for special needs students, including students who are handicapped, economically or educationally disadvantaged, limited-English proficient, or disaffected. The remaining chapters present components of the case studies according to the following types of delivery systems: comprehensive high school, school-within-a-school model, specialty vocational high school, area vocational-technical center, and rural vocational education program. (225 pages, no charge)

Hispanic Youth

The Hispanic Policy Development Project. (1988). ***Closing the gap for U.S. Hispanic youth: Public/private strategies***. Washington, DC: Author.

This report calls for a nationwide effort concerning problems of Hispanic and other at-risk youth in education and the workforce. It looks at the circumstances of non-college-bound youth and focuses specifically on Hispanics as one of the nation's largest, youngest, fastest growing, and most at-risk populations. The report presents data on the potential and status of Hispanic youth, and explores a number of options and practical next-steps for the consideration of the public and private sectors to ensure that Hispanics are integrated into the new workplace. A call to action, Partners in Education (PIE), precedes the report. This national initiative is designed to mobilize the will and resources of Business, Labor, and Government. This interagency effort is intended to close the education and employment gaps that condemn the increasing number of non-college-bound youth (Hispanics, Blacks, and others) to bleak futures outside the economic mainstream. (47 pages, no charge)

Role of Voc-Ed for LEP

Lopez-Valadez, J. (Ed.). (1985). ***Immigrant workers and the American workplace: The role of voc ed*** (Information Series No. 302). Columbus: Ohio State University, Center on Education and Training for Employment. (ERIC Document Reproduction Service No. ED 260 304)

The four chapters in this compilation highlight the issues and strategies used to prepare LEP adults for employment of ESL teaching, including general ESL, English for special purposes, and prevocational and VESL. Describing various delivery models, the author proposes that the ideal method for meeting language needs of immigrants provides VESL concurrently with skill training. Strategies for developing a VESL lesson are outlined. The author of the second chapter examines the way cultural values of different ethnic groups are reflected in language, education, and work behavior. The author stresses that enabling the cultural adjustment of immigrants, particularly in the workplace, involves cross-cultural training—a contrastive approach that explores areas of potential conflict. The third chapter focuses on approaches for meeting the diverse training needs of LEP adults. In-class and on-the-job models, adaptation of instructional materials, bilingual vocational training, staff development, support services, and funding are discussed. Finally, the topic of employment services for LEP adults is addressed in the fourth chapter. Reviewing employers' attitudes toward hiring LEP adults, strategies are suggested for enhancing their employability skills, including job clubs, marketing, and employer incentives. (56 pages; also available from Ohio State University, Center on Education and Training for Employment for $5.50)

Legislation and Policy

Lopez-Valadez, J. (1988, April). ***Vocational education act: LEP position paper.*** San Francisco, CA: National Coalition for Vocational Education for Limited English Speakers.

Policy makers and individuals concerned with legislation and policy affecting the delivery of vocational education and training for LEP persons may be interested in this report. The paper is based on input from the National Coalition's members and a review of existing data on LEP persons and their participation in vocational education. Major findings about the LEP population and their underrepresentation in vocational education are included. Also included are recommendations for federal support, staff development activities, data collection, and research activities related to vocational education for LEP persons. (15 pages)

Trends in Voc-Ed

Lopez-Valadez, J. (1989, Summer). ***Training limited English proficient students for the workplace: Trends in vocational education*** (New Focus, Occasional Paper Series No. 11). Washington, DC: The National Clearinghouse for Bilingual Education.

This *Occasional Paper* examines trends in vocational education which will better prepare the LEP population. (10 pages, $2.50)

State-Level Activities

Martella, J. (1989, March). ***A concern about educating limited English proficient students: A CCSSO survey of state education agency activities.*** *CONCERNS, 26.*

This issue provides a brief report on state-level activities focused on LEP students. The report is based on an analysis of responses to a survey questionnaire sent to directors of categorical program units (bilingual education, vocational education, special education, migrant education, and compensatory education/Chapter 1) during the spring of 1987. This report analyzes a select number of questions from the survey which were deemed to be policy-relevant and, therefore, in need of attention by state education agency leadership. Represented are a number of findings which, although preliminary, can be used by state education agencies for further exploration of the issues and development of programmatic responses. Recommendations based on the initial findings are provided and are intended to give policymakers direction for their efforts on behalf of the growing population of LEP students in the nation's schools. (16 pages, no charge; available from the Council of Chief State School Officers, Washington, DC)

Career-Vocational Programs

McCune, S. D., Apolloni, T., & Meucci, S. (1988, August). ***Preparing them all: Future directions of career-vocational preparation services for California students with special needs.*** Rohnert Park, CA: Sonoma State University, Vocational Education Resource System, California Institute on Human Services.

This report describes conditions related to California's growth, diversity, and economic development; assesses the current status of California's educational systems for students with special needs; suggests a conceptual framework for the employment preparation of children and youth; and specifies strategies for utilizing the special needs program of the Career-Vocational Preparation Division as a leverage point for promoting broad scale change in vocational education. Included in the report is an examination of the potentially strong role which can be played by career-vocational preparation programs in assuring valued social roles for academically and economically disadvantaged, LEP, and handicapped children. The

report recommends that the Division use the special needs program to facilitate continued improvement. (40 pages; available from the Vocational and Occupational Information Center for Educators, 560 J Street, Sacramento, CA 95814)

Bilingual Education

National Advisory Council on Bilingual Education. (1988, March). ***National Advisory and Coordinating Council on bilingual education. Twelfth annual report.*** Washington, DC: U.S. Department of Education.

This report is a compilation of recommendations to Congress made by the National Advisory and Coordinating Council on Bilingual Education (NACCBE) committees on Theory and Research, Intergovernmental Relations, and Staff Development. It reviews programmatic efforts to serve language minority, LEP populations. It calls for continued developments in teaching methodology and programs for LEP persons which will deal more effectively with the complex linguistic, cultural, and social factors that confront each school or district in its efforts to provide equal educational opportunity for all of its students. (113 pages, no charge; a limited number of copies is available from the Office of Bilingual Education and Minority Languages Affairs, 400 Maryland Avenue, SW, Switzer Building, Room 5086, Washington, DC 20202-2518)

Immigrant Students

National Coalition of Advocates for Students. (1988). ***New voices: Immigrant students in U.S. public schools.*** Boston, MA: Author.

This report documents the encounter between the children of the great immigration wave of the 1970s and '80s and U.S. public schools. It identifies a host of problems which these students and the schools create for each other, and offers recommendations for change in school policy and practice making public schools more responsive to immigrant and LEP children's needs. (176 pages; single copy, prepaid price for schools, libraries, and other institutions, $12.95; single copy, prepaid price for individuals, $9.95; add $2.00 per copy for postage and handling.)

Hispanic Academic Growth

O'Malley, J. M. (1987). ***Academic growth of high school age Hispanic students in the United States*** (Report No. CS-87-359c). Washington, DC: InterAmerica Research Associates. (ERIC Document Reproduction Service No. ED 289 050)

This study examined academic growth of high school age Hispanics as compared with that of non-Hispanic Whites and Blacks. It explored the following issues: (1) academic growth between the sophomore and senior years, (2) the courses the students take while in high school, and (3) the relationship of schooling and student characteristics to academic growth. Findings indicated that Hispanics' average growth did not differ significantly from that of other students. However, average Hispanic achievement was substantially below that of non-Hispanic Whites at both sophomore and senior levels. Far fewer Hispanic seniors than non-Hispanic seniors described themselves as enrolled in an academic program. Over half of all Hispanics except Cubans were enrolled in vocational programs. Hispanics earned fewer credits in the new basics by their senior year than did non-Hispanic Whites. More Hispanics than non-Hispanics drop out of school: approximately twenty-one percent as compared with sixteen percent of Blacks and twelve percent of non-Hispanic Whites. Recommendations made for public policy toward Hispanics include the following: (1) enhancing student achievement in the elementary and intermediate years, (2) reducing the high school dropout rate, and (3) increasing participation of Hispanics in academic programs. The report includes a list of references. Appendices explain the methodology used and present the data in tabular form. (142 pages; also available from the U.S. Government Printing Office)

LEP Adult Program

Smith, N. E. (1984, August). ***Teaching job-related English as a second language.*** Washington, DC: Office of Vocational and Adult Education. (ERIC Document Reproduction Service No. ED 248 717)

The author describes a program model for LEP adults in this guide which incorporates job-related English as an important component in bilingual vocational education. Authorized by the federal Vocational Education Act, its objective is to make LEP adults more employable by teaching them both English and job skills. Such a project uses a team of two teachers: a vocational and a language instructor. A major advantage of this model is that students do not have to wait to learn English in order to learn job skills. Experience has shown that the employment rate of participants is higher than average, and that participants' earnings tend to keep pace with inflation. Many techniques and resources designed for these programs can also be adapted for other adult education and LEP program use. Available program planning and

implementation materials cover such topics as (1) components to be considered in planning, administering, and evaluating programs; (2) overcoming obstacles to full trainee participation; (3) language teaching techniques specifically for job-related English; (4) identifying occupations in which foreign language skills are an asset; (5) vocational oral proficiency testing; and (6) strategies for using external program resources. Titles, sources, and names of contacts for obtaining these materials are provided. (10 pages)

Education Reform

Smith, R. C., & Lincoln, C. A. (1988, July). ***America's shame, America's hope: Twelve million youth at risk.*** Chapel Hill, NC: MDC, Inc.

This report is an inquiry into the education reform movement of the 1980s with at-risk youth as the frame of reference. An at-risk youth is one who has left school or is predictably in danger of leaving school without the skills to be a productive and self-reliant citizen and to succeed in today's workplace and, hence, in society. Each year nearly one million youth drop out of school. At the same time, by 1990, three out of four jobs will require educational or technical training beyond high school. Although public recognition of the depth of the problem has begun to grow, during the 1980s the federal commitment to education declined in real dollars by twenty-three percent. At present, the federal commitment is sufficient to serve only one out of every five low-income children in need of pre-school education; two out of every five children in need of remediation; one out of every four children in need of bilingual education; and one out of every twenty youth in need of job training. State and local spending for public schools has increased; however, the bulk of this money has gone to improving teacher salaries and lengthening the school day or school year. If one looks closely at the states, and at the processes and programs in place, it becomes clear that in many places progress is being made, that we know how to teach at-risk youth, and that the means to this end turn out to work for all youth. This report underlines a belief that the most formidable barriers to assisting at-risk youth do not concern lack of money, but failure to perceive them as in need of specific long-term attention, resistance to institutional change at the state and local levels, and an absence of genuine leadership at the federal level. (65 pages)

Bilingual Education

U.S. General Accounting Office. (1987, April). ***Bilingual education: Information on limited English proficient students. Briefing report to the Chairman, Committee on Labor and Human Resources, United States Senate*** (GAO/HRD-87-85BR). Washington, DC: Author.

At the request of the Committee on Labor and Human Resources, information on a series of questions concerning LEP students who are supported by federal funds appropriated under the Bilingual Education Act was collected to be used in markup deliberations on S. 857—a bill to amend the Bilingual Education Act. This report contains information on the number and concentrations of LEP students in the United States, LEP students served by Title VII and non-Title VII funds, native language use in transitional bilingual education programs, the minimum number of LEP students required for bilingual education to be provided, and the average number of years spent in bilingual education programs. (33 pages, no charge)

Education Reform

Valdivieso, R. (1986, August). ***Must they wait another generation? Hispanics and secondary school reform*** (ERIC/CUE Urban Diversity Series No. 93). New York: ERIC Clearinghouse on Urban Education.

This paper discusses the effectiveness and success of current or proposed reforms and strategies in meeting the needs and potential of Hispanic youth. It is divided into three parts. Part One provides a demographic rationale for paying greater attention to the education problems of Hispanic youth. It describes four types of Hispanic students in terms of school performance and other factors. Part Two focuses on education policy developments in the five states visited by the National Commission on Secondary Schooling for Hispanics as part of its study. The five states—California, Florida, Illinois, New York, and Texas—contain seventy percent of the country's Hispanic population. Regional data that include Hispanic students from these five states and their neighboring states as well as the Mountain region are also used. These six regions together contain about ninety-five percent of the Hispanic population. Part Three is a discussion of some of the main issues raised in the first two parts. (56 pages, $8.00)

Employment Training Needs

Willette, J., Haub, C., & Tordella, S. (1988, October). ***Estimates and projections of the limited English proficient adult population in need of employment training***. Arlington, VA: Development Associates.

The purpose of the study described in this report is to estimate the size of the LEP adult and out-of-school youth population in need of vocational education and related-employment services, and to project the size of this population from the present to the year 2000. This effort was part of the National Assessment of Vocational Education being conducted by the U.S. Department of Education. Chapter I reviews the literature related to immigration and the economic assimilation of immigrants and language minorities. Chapter II describes the current LEP adult population and its needs for employment training. Projections of the LEP adult population are given in Chapter III. Finally, estimates and projections of the LEP adult population in need of employment training to the year 2000 are presented in Chapter IV. (105 pages; available from the National Assessment of Vocational Education Reports, %Karen Cossaro, U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC)

ADDITIONAL RESOURCES

BVT Training Materials

Americas Corporation. (1986, October). ***Annotated catalog of bilingual vocational training materials*** (Appendix to the Final Report for Contract No. 300-85-0193). Washington, DC: National Clearinghouse for Bilingual Education.

The annotated bibliography, which forms the main part of this catalog, consists of bibliographic records of approximately 250 instructional materials, guides, and course and program descriptions from federally funded bilingual vocational training (BVT) projects. Each record provides the title, name and address of the project, abstract or annotation, number of pages, skills training focus, target group, language of the document, type of document, format, and the Curriculum Coordination Center (CCC) in which the developer is located. Other sections of the catalog provide the following information: an explanation of how to read the bibliographic citations, a matrix or graphic representation of BVT materials collected by the project, a list of the CCCs, and a list of clearinghouses and publishers that make available materials and information about adult education and teaching English as a second language (ESL). Various types of indexes complete the volume. (172 pages, $9.50)

VESL Resources

ERIC Clearinghouse on Languages and Linguistics. (1988). ***Vocational English as a second language*** (Computer Search Reprint No. 918). Washington, DC: Center for Applied Linguistics.

This computer search reprint contains approximately 140 citations of journal articles, documents available from ERIC, commercially published materials, and doctoral dissertations. (45 pages, $10.00)

Bilingual Materials

Lopez-Valadez, J. (1985, June). ***Bibliography of bilingual materials for career/vocational education: A list of NEC library holdings***. Macomb, IL: Curriculum Publications Clearinghouse.

Designed for use by counselors, vocational instructors, and ESL teachers, this bibliography contains career and vocational education related holdings from the library collections at the Northwest Educational Cooperative. Materials include those dealing with career education, vocational training, vocational ESL (VESL), cross cultural counseling, and assessment. Instructional as well as professional reference resources are provided. A list of publishers and distributors is also included. (67 pages, $1.75)

Bilingual Voc-Ed Resources

The National Clearinghouse for Bilingual Education. (1989). ***Bilingual vocational education*** (MINIBIB). Washington, DC: Author.

This ***MINIBIB*** contains a list of nineteen recent publications of interest to practitioners involved in the education of limited-English proficient (LEP) students in vocational education programs. (1 page, no charge)

Dropout Prevention

The National Clearinghouse for Bilingual Education. (1989). ***Dropout prevention for limited English proficient students*** (MINIBIB). Washington, DC: Author.

A list of ten recent publications of interest to practitioners involved in the education of language minority students. (1 page, no charge)

Career-Vocational Resources

Vocational Education Resource System (VERS), Sonoma State University, & Vocational and Occupational Information Center for Educators (VOICE), California State Department of Education. (1989, January). ***Specially yours: Free and inexpensive resources for assisting handicapped, disadvantaged and limited-English-proficient students in career-vocational preparation*** (rev. ed.). Sacramento, CA: Author.

This resource manual is designed to assist educators who want to better serve handicapped, disadvantaged, and LEP students in secondary education career-vocational preparation programs. It provides relevant information in a concise format regarding materials, services, and equipment which are available at low or no cost to school personnel. The resources compiled include key elements around which career-vocational preparation educators are expected to plan. These elements include an emphasis on transition from school to work, employability skills, infusion of academic core competencies, career awareness, and job specific skills training. The entries are cross-indexed in several ways to facilitate resource identification. The major section headings include (1) administration and accountability, (2) assessment/career planning and counseling, (3) community services and businesses, (4) curriculum adaptations and instructional modifications, (5) equal education, (6) employability skills and job development, (7) professional development news and networks, (8) facility access, and (9) child care for teenage parents. (360 pages; limited copies may be obtained free of charge on a first come basis from VERS. Loan copies may be obtained from VOICE.)

NEWSLETTERS

Newsletters, commonly written in a succint format, are a valuable resource for obtaining the latest information regarding research, resources, and promising practices and programs concerning relevant issues in vocational education.

Agenda
National Council of La Raza
Number 20 F Street, NW, Second Floor
Washington, DC 20001
(202) 628-9600

Published by the Council, this newsletter provides information of its activities and public policy positions, and of the contributions made by the Council's network of Hispanic community-based organizations. (no charge)

BCEL Newsletter
Business Council for Effective Literacy (BCEL)
Harold W. McGraw, Jr., President
1221 Avenue of the Americas, 35th Floor
New York, NY 10020
(212) 512-2412

Published quarterly by BCEL, this newsletter contains articles on workplace literacy issues, updates on new materials, and lists of new business initiatives and involvement in programs. (no charge)

The Bilingual Special Education Perspective
Alba A. Ortiz, Editor
University of Texas at Austin
Department of Special Education
306 Education Building
Austin, TX 78712-1290

Formerly the *Bilingual Special Education Newsletter*, this newsletter is a bi-annual (fall and spring) publication of the Bilingual Special Education Training Program housed at the University of Texas at Austin. It highlights the newest research, publications, programs, and practices, as well as provides training updates, conference listings, and field-related news. (no charge)

Centergram
Center on Education and Training for Employment
Judy Balogh, Editor
1900 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

This monthly publication is designed to inform professionals in employment-related education and training and policymakers at the local, state, and federal levels about the Center's research, services, and products.

CenterWork
National Center for Research in Vocational Education
University of California at Berkeley
2150 Shattuck Avenue, Suite 600
Berkeley, CA 94704

This newsletter provides information about NCRVE's activities, research, products, and available technical assistance. (no charge)

CONCERNS
Council of Chief State School Officers (CCSSO)
Resource Center on Educational Equity
400 N. Capitol Street, NW, Suite 379
Washington, DC 20001
(202) 393-8159

Articles on a broad range of education issues and policy concerns are included in this newsletter along with legislative updates and project updates which CCSSO funds concerning transition, LEP students, equity, and dropout youth. (no charge)

Educating At-Risk Youth
National Professional Resources, Inc.
P.O. Box 1479
Port Chester, NY 10573
(914) 937-8879

Written for schools, parent and professional groups, legislators, and public and private agencies, this monthly newsletter consolidates information on initiatives for youth at risk. Published September through June, the content of the newsletter focuses on keeping service providers informed by presenting current issues,

identifying national resources, and disseminating information about dropout prevention, substance abuse, adolescent suicide, teen pregnancy, incarcerated youth, immigrant students, and homeless young people. ($68.00)

Education Research Bulletin
Kathryn Perkinson, Editor
U.S. Department of Education
Outreach Staff
555 New Jersey Avenue, NW
Washington, DC 20208-5601
(202) 357-6558

Published by the Office of Educational Research and Improvement, this bulletin is designed to help keep recipients informed about what is happening in education. The latest information on education research, practice, statistics, and more will be released through this bulletin. (no charge)

Ethnic and Multicultural Bulletin
Office of Ethnic and Multicultural Concerns
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 264-9494

Activities of projects; opportunities such as scholarships, grants, and special training or institutes; and resources including reports, periodicals, directories, and books concerning ethnic and multicultural educational issues are provided in this newsletter. Conference, conventions, and symposia announcements are also included.

FORUM
National Clearinghouse For Bilingual Education (NCBE)
Ann Kennedy, Editor-in-Chief
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867 (in Washington, DC)
(800) 321-NCBE

FORUM, NCBE's bimonthly newsletter, presents news articles and other current information in an objective, factual, and informative style on significant issues relating to the education of LEP students. (no charge)

La Raza Education Network News
National Council of La Raza
Number 20 F Street, NW, Second Floor
Washington, DC 20001
(202) 628-9600

Published bimonthly, this newsletter focuses on Hispanic education needs, promising programs, and resources. (no charge)

MAINSTREAM
Eleanor Bicanich, Project Director
Center for Vocational Personnel Preparation
Reschini House, IUP
Indiana, PA 15705

This statewide newsletter is designed for vocational educators of students who are handicapped, disadvantaged, and limited-English proficient and for coordinators of sex equity, single parent/homemaker, and teen parent programs, in addition to vocational educators and special education support personnel. Articles include information regarding state and federal legislation, teaching techniques and strategies, and state-initiated reports and activities. Also featured are successful programs, resources, and conferences. (no charge)

The National Coalition for Vocational Education for Limited English Speakers NEWSLETTER
Mary Alice Vogt
Employment Training Center
816 S. Walter Reed Drive
Arlington, VA 22204

This newsletter serves as a forum for the exchange of information on the occupational training and language needs of limited-English speakers. It provides information concerning legislative updates, research, program profiles, upcoming events, the latest resources, and editorials. ($5.00)

Report on the Education of the Disadvantaged
Business Publishers, Inc.
Rosemary Enright, Editor
951 Pershing Drive
Silver Spring, MD 20910-4464
(301) 587-6300

This biweekly newsletter contains pertinent information on Chapter 1, Chapter 2, vocational education, and other federal programs for disadvantaged children. It includes information on subjects related to the education of at-risk children such as parent and community involvement, programs and methods, federal education measures, and staff and supply shortages. Other information includes reports on child nutrition, bilingual education coverage, stories on Head Start activities, coverage of major conferences and conventions, updates on special services for low-income students, alerts to important civil rights/desegregation news, and updates on the latest publications and reports in the field. ($197 per year plus first-class or air-mail postage)

TASPP BULLETIN
Carolyn Maddy-Bernstein, Editor
National Center for Research in Vocational Education
University of Illinois Office
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

This newsletter strives to publish articles about current issues and topics, research, resources, and other information of interest to professionals involved in serving students with special needs in programs and agencies at the local, state, national, and international level. (no charge)

TESOL Newsletter
1600 Cameron Street, Suite 300
Alexandria, VA 22314
(703) 836-0774

Published bimonthly, this newsletter is designed for ESL practitioners and contains articles in a variety of areas related to issues in teaching the limited-English proficient. (included in individual membership)

Texas Dropout Information Clearinghouse FORUM
Texas Dropout Information Clearinghouse
1609 Shoal Creek Boulevard, Suite 200
Austin, TX 78701
(512) 463-9633

A quarterly newsletter of the Texas Education Agency and the Texas Dropout Information Clearinghouse, its goal is to provide timely, pertinent information on programs, services, and strategies for dropouts and at-risk students. Distribution is limited to superintendents, district at-risk coordinators, secondary principals, education service centers, and service providers of the private industry councils throughout Texas.

Vocational Education WEEKLY
American Vocational Association
Dale Hudelson, Editor
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Published forty-four times a year, this newsletter (formerly the *Legislative Brief*) provides regular updates on federal funding and the reauthorization of the Carl D. Perkins Vocational Education Act, state activities, insights into expanded opportunities for vocational education resulting from new legislation, reviews of new reports on education reform and workforce preparation, and other pertinent information concerning vocational education. Four Issue Papers a year on critical topics affecting the field are sent in addition to the *Weekly* subscription. ($115.00)

Vocational Training News
Capitol Publications, Inc.
Lonnie Harp, Editor
1101 King Street
Alexandria, VA 22314-2053
(703) 739-6444

This newsletter provides timely, useful reports on the federal Job Training Partnership Act and the Carl D. Perkins Vocational Education Act. Other areas of coverage include illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives. ($231/year)

What's News
1475 Monroe Street, NW
Washington, DC 20010

What's News is a lively presentation of timely topics suitable for secondary ESL students. It will be published in five bimonthly issues. A teacher's guide is available at no extra cost. ($10.00 per copy for an order of up to nineteen, $8.00 per copy for orders of twenty or more)

AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

The following agencies, associations, and organizations generally act as an information exchange to interested individuals concerned with educational issues. Technical assistance, professional support, publications, and other pertinent information are available from these groups.

American Vocational Association (AVA)
Charles H. Buzzell, Executive Director
1410 King Street
Alexandria, VA 22314
(703) 683-3111

AVA is a national professional organization for teachers, supervisors, administrators, and others interested in the development and improvement of vocational, technical, and practical arts education. The organization publishes the *Vocational Education Journal* and the *Update*, a newspaper for vocational educators.

American Vocational Association Special Needs Division (AVA/SND)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

The general purposes of the AVA/SND are to (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs; (2) offer services to members of the SND which will provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations; (3) help members of the SND keep informed about trends, plans, policies, and current happenings of the AVA and their implications for the development and welfare of vocational education programs and services; (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for learners with special needs; and (5) promote professional relationships with other agencies, organizations, and institutions concerned with learners with special needs.

ASPIRA Association, Inc.
Janice Petrovich, Executive Director
1112 16th Street, NW, Suite 340
Washington, DC 20036
(202) 835-3600

This is a national non-profit organization serving Puerto Rican and other Latino youth through leadership development and education. Its ten offices are located in five states, Puerto Rico, and the District of Columbia. ASPIRA is the oldest and largest Hispanic youth organization in the country, serving over 13,000 youth annually. ASPIRA is currently directing the Hispanic Community Mobilization for Dropout Prevention project, aimed at reducing the high dropout rates of Latino youth.

BOCES Geneseo Migrant Center (BGMC)
Robert Lynch, Director
Holcomb Building, Room 211
Geneseo, NY 14454
(716) 245-5681
(800) 245-5680 (New York)
(800) 245-5681

Since 1968, the Center has provided a comprehensive program of educational, health care, and family support services to migrant farmworkers from infants to adults. Center staff provide seasonal programs to the workers at various "camp" locations. The Center also conducts research on migrant characteristics and needs, and serves as a major repository and dissemination source. Currently, the Center has been placing its highest concentration of effort on providing

services to dropouts through coordinating the Migrant Dropout Reconnection Program (MDRP) in thirty states, plus Puerto Rico. MDRP attempts to increase the number of migrant dropout youth who resume an alternative educational/vocational program and/or secure employment. The Center's publications include *Real Talk*, the Newsletter of the Migrant Dropout Reconnection Program; *Mesa Bulletin* the newsletter of the Migrant Education Secondary Assistance Project; and *Windows*, the newsletter of the Windows program funded by a grant from the Women's Educational Equity Act Program.

Council of Chief State School Officers (CCSSO)
379 Hall of the States
400 N. Capitol Street, NW
Washington, DC 20001
(202) 393-8161

CCSSO is a nationwide non-profit organization of the fifty-six public officials who head departments of elementary and secondary education in every state, every U.S. extra-state jurisdiction, and the District of Columbia. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public.

CCSSO maintains a Resource Center on Educational Equity which provides services designed to achieve equity in education for minorities, women and girls, and for disabled, limited-English proficient (LEP), and low-income students. The Center staff provides technical assistance in policy formulation, develops programs and materials, gives technical assistance in workshop planning and other services needed by state education agencies, holds working conferences, monitors civil rights issues, and trains local on-site trainers to increase the dimensions of this work. The Center also publishes a quarterly newsletter, *CONCERNS*, and holds an annual conference for state education agency equity specialists.

The Center is responsible for managing and staffing a variety of CCSSO leadership initiatives to provide better educational services to children and youth at risk of school failure. It conducts projects on topics such as dropout prevention, improving educational services to LEP students, increasing the participation of female and minority students in mathematics and social studies, transition programs for disabled youth, school-sanctioned community service, educational equity for juvenile female offenders, and AIDS education.

Hispanic Policy Development Project (HPDP)
Rafael Valdivieso, Director
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8414

This non-profit organization encourages the analysis of public and private policies and policy proposals affecting Hispanics in the United States. HPDP supports high-level policy commissions composed of Hispanics and non-Hispanics; conferences, seminars, and debates around central education and employment issues; both lay and professional analysis and evaluation of specific policy options; and policy-analysis competitions open to Hispanic and non-Hispanic scholars as well as Hispanic organizations. It seeks to bring its findings to the attention of key groups and leaders throughout the United States, and publishes reports, bulletins, and books based on research and data analysis.

National Association for Bilingual Education (NABE)
Joseph W. Beard, Administrator
1201 16th Street, NW, Room 408
Washington, DC 20036
(202) 822-7870

NABE is a professional association for educators, administrators, paraprofessionals, community and lay people, and students. Its main purpose is to recognize, promote, and publicize bilingual education. NABE promotes and publishes scholarly research in language education, linguistics, and multicultural education. It also maintains special interest groups including secondary education, special education, and vocational education. NABE publishes both a newsletter and a journal.

National Association of Vocational Education Special Needs Personnel (NAVESNP)
Evelyn Brooks, President
Athens Area Technical Institute
U.S. Highway 29 North
Athens, GA 30610
(404) 549-2360

NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve handicapped, disadvantaged, and LEP individuals. NAVESNP was organized with the following objectives serving as a basis for growth and development: (1) to serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners with special needs; (2) to unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization; (3) to promote and maintain active leadership in vocational, career, and occupational education; and (4) to provide service to members of the association. Publications include *The Journal for Vocational Special Needs Education* and three *Newsnotes* newsletters.

The National Coalition for Vocational Education for Limited English Speakers
Mary Alice Vogt
Employment Training Center
816 S. Walter Reed Drive
Arlington, VA 22204

The National Coalition for Vocational Education for Limited English Speakers is a networking association of professionals working together to improve job training and employment opportunities for limited-English speakers.

National Council of La Raza
Raul Yzaguirre, President
810 First Street, NE, Suite 300
Washington, DC 20002-4205
(202) 289-1380

The Council exists to improve life opportunities for Americans of Hispanic descent. It serves as an advocate for Hispanic Americans and as a national umbrella organization for over one hundred formal affiliates, community-based groups which serve thirty-two states, Puerto Rico, and the District of Columbia, and for other local Hispanic organizations nationwide. The Council works extensively in coalitions with other Hispanic, minority, and mainstream organizations both on specific issues such as education or housing and on broader-scope efforts. Current policy analysis priorities of the Center include education, language issues, immigration, employment and training, civil rights enforcement, and housing and community development. In addition, special projects address AIDS, Hispanic business ownership, the Hispanic elderly, and teenage pregnancy. Publications include the *La Raza Education Network News* and *Agenda* newsletters.

National Governors' Association (NGA)
Matthew Davis
444 N. Capitol Street
Washington, DC 20001
(202) 624-5330

Representing the governors of the fifty states; the commonwealths of the Northern Mariana Islands and Puerto Rico; and the territories of American Samoa, Guam, and the Virgin Islands, NGA's missions are to influence the shaping and implementation of national policy and to apply creative leadership to the solution of state problems. Operations are supported by member jurisdictions, and its policies and programs are formulated by the governors. Throughout the year, NGA's staff represents the governors' position in Congress, the administration, and the press; coordinates governors' testimony and other communication with the Congress and the administration on NGA positions; provides the governors with information on federal programs and policies; conducts research; and serves as a means of sharing innovative programs and emerging issues among the states.

National Puerto Rican Forum (NPRF)
Lorenzo Barcelo, Director
31 E. 32nd Street, 4th Floor
New York, NY 10016
(212) 685-2311

NPRF is a non-profit organization serving the needs of Hispanic and other minority Americans

throughout the United States. Its mission is the economic development, leadership, and empowerment of the Puerto Rican community and other disadvantaged communities. The way NPRF accomplishes this is by providing education, vocational training, and employment services. NPRF has offices in Cleveland, Chicago, Miami, Philadelphia, Hartford, and New York City, where its headquarters are based.

SER—Jobs for Progress
Howard Himmelbaum
1355 River Bend Drive, Suite 240
Dallas, TX 75247
(214) 631-3999

SER is a national network of forty-three affiliates that provides literacy instruction, basic academic remediation, world of work/job search skills instruction, functional coping skills, educational day care, vocational skills instruction, and placement services to Hispanics, recent immigrants, people with limited English proficiency, and other disadvantaged groups. Since 1964 it has been providing assistance to primarily Hispanic communities throughout the United States. The network publishes a newsletter and an annual network directory.

Teachers of English to Speakers of Other Languages (TESOL)
Richard A. Orem, Executive Director
1600 Cameron Street, Suite 300
Alexandria, VA 22314
(703) 836-0774
FAX: (703) 836-7864

TESOL is a non-profit international professional organization for those concerned with the teaching of English as a second or foreign language and of standard English as a second dialect.

The Urban Institute
Susan Brown, Director of Public Affairs
2100 M Street, NW
Washington, DC 20037
(202) 833-7200
(202) 857-8702 (Public Affairs)

The Urban Institute is a non-profit policy and research organization which investigates social and economic problems confronting the nation and assesses government policies and programs designed to alleviate them. The Institute seeks to sharpen thinking about society's problems and the efforts to solve them, to improve governmental decisions and their implementation, and to increase citizens' awareness about important public choices. Areas of research include education, job training for teenagers, teen parenthood, immigration, and demographics.

U.S. Department of Education
Bilingual Vocational Education Program
Laura Karl
Switzer Building, Room 4512
400 Maryland Avenue, SW
Washington, DC 20202-7242
(202) 732-2365

Part of the Office of Vocational and Adult Education, the Bilingual Vocational Education Program sponsors grant programs, two of which are the Bilingual Vocational Training Program (BVT) and the Bilingual Vocational Instructor Training Program (BVIT).

The BVT program supports projects which provide occupational skills instruction and job-related English language instruction to LEP adults and out of school youth. Projects are funded on a competitive basis and receive funding for a two-year period. Eligible applicants are state agencies; local education agencies; postsecondary educational institutions; private, non-profit vocational training institutions; and other non-profit organizations specially created to serve individuals who normally speak a language other than English.

The BVIT program supports projects which provide training for instructors, aides, counselors, and other ancillary personnel in bilingual vocational education programs for LEP individuals. Currently, projects focus on inservice training activities that address a national or statewide need in bilingual vocational education. Projects are funded on a competitive basis and receive funding for an eighteen month period. Eligible applicants are state agencies and public and private non-profit educational institutions.

Interested applicants should check the *Federal Register* for the BVT and BVIT grant

competition announcements and application forms. For further information, contact Laura Karl at the U.S. Department of Education, Bilingual Vocational Education Program.

CENTERS FOR EDUCATIONAL INFORMATION/SERVICES

The centers and/or offices listed herein provide a variety of information, resources, and referral services concerning issues relating to limited-English proficient (LEP) and immigrant students.

ACCESS ERIC
Department CCE
1600 Research Boulevard
Rockville, MD 20850
(800) USE-ERIC

ACCESS ERIC acts as a gateway to ERIC, the Educational Resources Information Center. As the outreach component of ERIC, ACCESS ERIC promotes services and products and acts as a referral service between the ERIC system and its users. This service, available toll free, helps keep education practitioners, librarians, policymakers, researchers, and students informed of information offered by ERIC and other education information service providers. ACCESS ERIC staff answers questions, refers callers to subject-specific information sources, and provides ERIC system publications. In addition, ACCESS ERIC is developing special database files. As a subscriber to this service, direct online access will be made available to data found in the following: *ERIC Information Service Providers*, *Education-Related Information Centers*, *ERIC Conference Calendar*, and *ERIC Training Opportunities and Products*.

Career Resources Development Center (CRDC)
Chui L. Tsang, Executive Director
655 Geary Street
San Francisco, CA 94102
(415) 775-8880

Formerly known as Chinatown Resources Development Center, CRDC is a community-based agency providing English language classes and skills training to adults with limited English skills as well as to fluent speakers. CRDC prepares graduates for entry- and intermediate-level clerical positions, and for entry-level jobs in the service trades. Most of the Center's training programs include placement assistance. CRDC's mission is to help economically and/or educationally disadvantaged individuals improve their potential through language instruction, job training, and other activities that they may enhance their value as productive members of society. The Center achieves this mission through the school and through various community-development activities.

Center on Education and Training for Employment (CETE)
Ohio State University
CETE Publications Office
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in Ohio)
(800) 848-4815
FAX: (614) 292-1260

The Center conducts applied research, evaluation, and policy analysis and provides technical assistance, leadership training and development, curriculum development, and information services focused on public and private sector vocational, technical, and career education. The Center's goal is to make employment-related education more responsive to societal needs.

The Center has produced a variety of products and provides a range of services designed for professionals at all levels of employment-related education and training.

Center on Evaluation, Development, and Research (CEDR)
Phi Delta Kappa
Larry Barber, Director
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156

CEDR disseminates information about current developments in educational research. Research findings are reported in publications, workshops,

and seminars. CEDR emphasizes the practical applications of research, especially those findings that have implications for improvement of teaching and administrative skills. Publications include the *Hot Topics* series, containing many of the best reports or articles concerning a specific subject; monographs; research bulletins; and various other documents. Services and activities available from the Center include access to the CEDR database, an annual needs assessment to determine topics of interest to educators; workshops; seminars; and networking.

Intercultural Development Research Association (IDRA)
Jose A. Cardenas
5835 Callaghan Road, Suite 350
San Antonio, TX 78228
(512) 684-8180

IDRA is a non-profit research and public education organization dedicated to the principle that all children are entitled to an equal educational opportunity. Since 1973 IDRA has worked toward eliminating the obstacles that minority, economically disadvantaged, and LEP students encounter in schools. IDRA works to promote educational success for students by its involvement in the areas of research, curriculum and materials development, training and technical assistance, and information dissemination. *IDRA* is the organization's newsletter.

Multifunctional Resource Centers
Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
Rita Esquivel, Director
400 Maryland Avenue, SW
Switzer Building, Room 5086
Washington, DC 20202-2518
(202) 732-5700

Funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), a total of sixteen Multifunctional Resource Centers (MRCs) provide technical assistance and training for programs serving LEP students within their designated service regions. Technical assistance may include the areas of ESL methodology, language acquisition, cross-cultural issues, community involvement, and literacy. Each MRC collects and disseminates to other MRCs information on specific aspects of bilingual education, including such issues as English literacy for LEP students; bilingual vocational education, special education, adult education, and program administration; ESL and other alternatives; counseling and career education for LEP students; and educational technology in bilingual programs. For an updated directory of the sixteen MRCs, contact the Office of Bilingual Education and Minority Languages Affairs at the above address.

Northwest Educational Cooperative (NEC)
1855 Mt. Prospect Road
Des Plaines, IL 60018
(708) 803-3535

NEC is an educational agency which has local, state, and federal grants for training and staff development, consultative assistance, information dissemination, and product development. Selected projects concerning LEP in vocational education include the Bilingual Vocational Educational Project, the Capacity Building for States, the English as a Second Language Statewide Service Center, and the Illinois Resource Center.

Technical Assistance for Special Populations Program (TASPP)
Carolyn Maddy-Bernstein, Director
National Center for Research in Vocational Education
University of Illinois
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

TASPP is a service function of the National Center for Research in Vocational Education at the University of California, Berkeley. Housed in the University of Illinois site, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. The Program's goals are to provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at

the secondary and postsecondary level; to initiate and support networks of professionals serving the vocational education needs of special groups; and to provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations. TASPP activities include conducting workshops; publishing a quarterly newsletter, *TASPP Bulletin*, and a topical series, *TASPP Brief*, on critical issues and policy options; and developing appropriate materials for national distribution.

Vocational Education Resource System (VERS)
Tony Apolloni, Director
California Institute on Human Services
1801 E. Cotati Avenue
Sonoma State University
Rohnert Park, CA 94928
(707) 664-2416

Funded by the California State Department of Education, Career-Vocational Education Division, the purpose of VERS is to assist career-vocational educators, counselors and administrators in California to improve and expand career-vocational education programs and services for students with special needs (handicapped, disadvantaged, LEP). VERS supplies consultants to teach educators how to locate needed resource information, assist educators in the identification of local school needs and in planning local school improvements, deliver assistance needed to implement local school improvements, and identify exemplary programs and promising practices.

VERS also supplies consultants for workshops, on-site visits, and telephone advising in program administration, instruction, finances, accountability, and grantsmanship.

Vocational and Occupational Information Center for Educators (VOICE)
560 J Street, Suite 385
Sacramento, CA 95814
(916) 445-0401

VOICE assists California vocational education teachers, administrators, students, and decision makers at all educational levels by providing instructional materials, including audiovisual materials, reference materials, textbooks, LAPs, transparencies, curriculum guides, and reports of studies and projects. The Center, which also acts as a lending library, offers a computerized catalog concerning vocational education areas of interest, national search capabilities for materials and programs, and network capabilities through telecommunications. Among the topics of interest are curriculum, disadvantaged, research and evaluation, and special populations.

CLEARINGHOUSES

The following clearinghouses provide specialized information and technical assistance to teachers, administrators, counselors, policymakers, parents, students, and others interested in the issues of serving limited-English proficient (LEP) youth and adults in vocational education programs. Available services may include information responses by letter, telephone, or electronic interaction; access to a computer-based information network; individualized computer searches; specialized projects; conference presentations; and telephone consultations. Publications may include the following: newsletters, bibliographies, monographs, journal columns and articles, fact sheets and resource papers, resource directories, and referral lists.

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)
Susan Imel, Director
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education—childhood through adulthood; and vocational and technical education. Includes major publications that provide in-depth reviews, *Digests* that summarize

information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. Services include computer searches and referrals.

ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL)
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
(202) 429-9292
(202) 429-9551

The ERIC/CLL Clearinghouse publishes two monographs each year under the title, *Language in Education: Theory and Practice*. Issues in the fields of languages and linguistics are covered in the monograph series, including practical guides, state-of-the-art papers, theoretical reviews, and collected reports. The Clearinghouse also develops and disseminates *Digests, Q&As* fact sheets, *Minibibs*, and *Ready-Made Computer Searches*. Related curriculum developments and problems, theoretical and applied linguistics, bilingual education, and teacher training are included in the realm of issues concerning this clearinghouse.

ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS)
Appalachia Education Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400 (Charleston area)
(800) 344-6646 (in West Virginia)
(800) 624-9120 (outside West Virginia)

The ERIC/CRESS clearinghouse covers the following scope: rural education, small schools, American Indian and Alaska Native education, Mexican American education, migrant education, and outdoor education. Accessed by students, counselors, teachers, administrators, researchers, and others interested in education, ERIC/CRESS answers requests for information, develops and disseminates publications, and conducts workshops. The clearinghouse acquires educational materials such as articles, reports, curriculum descriptions, and conference proceedings and makes articles and documents about education accessible to all who are interested. The ERIC system produces a computer-searchable database of the literature of education in two parts: *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE).

ERIC Clearinghouse on Urban Education (ERIC/CUE)
Erwin Flaxman, Director
Institute for Urban and Minority Education
Teachers College, Columbia University
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, NY 10027-9998
(212) 678-3433

ERIC/CUE collects and disseminates published and unpublished materials for a wide audience of educators, researchers, and professionals in a range of disciplines, and interested members of the general public. The clearinghouse's areas of concern include the education of urban minority youth, grades three through college, especially Blacks, Asian Americans, and Hispanic Americans; urban schooling; ethnic discrimination; school desegregation; the relation between urban and minority life and school performance; and urban and minority social institutions and services as they relate to education. Publications available from ERIC/CUE include *Urban Diversity Series, Trends and Issues Series, ERIC Digests*, and *Urban Schools Bibliographies*.

The National Clearinghouse for Bilingual Education (NCBE)
Joel Gomez, Director
George Washington University
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867 (in Washington, DC)
(800) 321-NCBE

The NCBE, funded by the Department of Education, is a national information center on the education of LEP students. NCBE provides reference and referral services on all aspects of bilingual and English as a second language (ESL) instruction. In addition to these services, NCBE offers free access to its electronic information system, which includes two searchable databases and an electronic bulletin board. NCBE's

bimonthly newsletter, *FORUM*, presents news articles and other current information. NCBE's information system and publications focus on the needs of practitioners and individuals or organizations which work directly with practitioners in the education of LEP persons.

The National Clearinghouse on Literacy Education (NCLE)
Center for Applied Linguistics
JoAnn (Jodi) Crandall, Director
Jeannie Rennie, Associate Director
1118 22nd Street, NW
Washington, DC 20037
(202) 429-9292
(202) 429-9551
FAX: (202) 429-9766
Bitnet: CAL@GUVAX

NCLE is operated by the Center for Applied Linguistics as an adjunct to the ERIC Clearinghouse on Languages and Linguistics. Its mission is to serve as a national resource center for information, materials, and technical assistance on literacy education for adults with limited English proficiency and out-of-school youth. It serves community-based organizations; private voluntary agencies; federal, state, and local education agencies; businesses; unions; correctional institutions; libraries; and many other groups involved in literacy education for this population. NCLE also links the diverse public and private institutions, agencies, and community groups concerned with literacy issues for the limited-English proficient. Two important aspects of NCLE's mission include (1) the establishment of the Literacy Education Referral Network (LERN) for educators working with adult LEP populations and (2) a database of documents related to literacy education for LEP adults, accessible to educational service providers.

One of the first-year products of the new Clearinghouse will be a Directory of Literacy Programs in the United States serving LEP adults and out-of-school youth. Other new publications will address approaches to teaching literacy to LEP adults, literacy programs for LEP out-of-school youth, vocational literacy programs for LEP adults and out-of-school youth, workplace literacy for LEP adults, reaching and keeping students in adult literacy programs, cultural considerations in teaching literacy to LEP adults, training literacy volunteers and tutors, and the role of first language literacy in the acquisition of second language literacy.

The National Dropout Prevention Center (NDPC)
Jay Smink, Executive Director
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (in South Carolina)

The NDPC serves as a repository and clearinghouse of information for groups and individuals concerned with dropout prevention. The Center's mission is to significantly reduce the dropout rate in American schools by helping to develop public-private partnerships between schools, business, and communities to address this crisis. The Center publishes the quarterly *National Dropout Prevention Newsletter; A Series of Solutions and Strategies* serial; various other publications on such topics as dropout rates, mentoring, and identification; and handbooks for students and principals. The Center also maintains the FOCUS database, a collection of databases focused on dropout prevention.

Texas Dropout Information Clearinghouse
1609 Shoal Creek Boulevard, Suite 200
Austin, TX 78701
(512) 463-9633

The clearinghouse provides an information forum for state, regional, and local education and job training service providers who are working together to prevent students from dropping out and to recover those who do. The Clearinghouse collects information on programs, services, and strategies that aid in the prevention and recovery of dropouts, primarily targeting categories of students that have a high dropout rate. The Clearinghouse disseminates information to local providers of dropout prevention and recovery programs and services, inside and outside the educational system, and to the Interagency Coordinating Council, created by House Bill 1010 to coordinate the policies of nine state agencies serving dropouts and at-risk youth. It

publishes the Texas Dropout Information Clearinghouse FORUM newsletter and has available a searchable computerized database containing summaries of dropout prevention and recovery programs, strategies, services, resources, and descriptions of current research.

COMPUTER-BASED INFORMATION NETWORKS

Computer-based information networks provide instantaneous on-line communication and database services. These networks are an efficient method of communicating with other school districts, agencies, clearinghouses, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning relevant issues in education.

ADVOCNET

Dialcom, Inc.
6120 Executive Boulevard, Suite 500
Rockville, MD 20852
(301) 881-9020

The National Center for Research in Vocational Education, University of California, Berkeley, manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators, administrators, and others. The service features message exchanges, bulletin boards, and teleconferencing. It serves to inform the vocational community nationwide about meetings, workshops, conferences, new products, and other information of special interest.

NCBE Electronic Information System (EIS)

The National Clearinghouse for Bilingual Education (NCBE)
George Washington University
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867 (in Washington, DC)
(800) 321-NCBE

NCBE's information system focuses on the needs of practitioners or organizations which work directly with practitioners in the education of LEP persons. NCBE now offers electronic access to its information system at no cost. The NCBE Electronic Information System (EIS) provides access to searchable databases, a bulletin board, a user comments area, and reference lists. The searchable databases include Bibliographic Abstracts of General Information (BAGI) which contains literature related to the education of LEP students; Curriculum Materials/Review (CMR), which includes curriculum materials and guides appropriate for the education of LEP students; Microcomputer Instructional Software (MICRO), a directory of software programs that can be used in the education of LEP students; and a Directory of Publishers and Distributors (REPUB), which contains resource organizations related to the education of minority language students. An electronic bulletin board highlighting news from federal, state, and local education agencies; conference announcements; and other current information is also available.

Anyone with access to a personal computer and modem can become a user of the NCBE EIS. To obtain an NCBE User ID to access EIS, simply write or call NCBE. All users of the NCBE electronic information system will receive a new, updated User's Guide with complete directions and help.

SpecialNet

GTE Education Services, Inc.
2021 K Street, NW, Suite 215
Washington, DC 20006
(202) 835-7300

The world's largest computer-based information network for education professionals, it consists of three parts: electronic mail, bulletin boards, and databases. It provides quick and easy communication from classroom teachers to administrators in county, state, and federal offices of education. More than forty national bulletin boards including Assessment, Litigation, Rural, Bilingual, Special.ed needs, and Transition.Voced are available along with over fifty active state bulletin boards. SpecialNet's databases consist of several types, including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so

users can locate information on a specific topic. SpecialNet is available twenty-four hours a day, seven days a week through virtually any telephone in the United States and Canada, as well as seventy additional countries worldwide.

DATABASES

Databases provide a wealth of pertinent information regarding special needs populations to interested parties.

ERIC

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, NW
Washington, DC 20208
(202) 357-6289

The Educational Resources Information Center (ERIC), sponsored by the OERI, U.S. Department of Education, is designed to provide users with ready access to primarily the English language literature dealing with education. It does so through a variety of products and services that include databases, abstract journals, microfiche, computer searches, document reproduction, and analyses and syntheses. ERIC maintains the world's largest education database covering all aspects of education and is accessible in most universities, state, and large city libraries in at least one of three formats: (1) manual indexes, (2) an on-line service, and (3) CD-ROM.

FOCUS

A Dropout Prevention Database for Practitioners, Researchers, and Policymakers
National Dropout Prevention Center
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (in South Carolina)

FOCUS is a collection of databases focused on dropout prevention. Program Profiles and a Calendar of Events are two files presently available. Other files under development are Contacts in Dropout Prevention, Statistics, Resource Library, and Legislative Initiatives. FOCUS is accessible seven days a week by utilizing a personal computer and a modem through the normal long distance telephone lines. In addition, subscribers to Telenet may also access FOCUS.

Research in Vocational Education (RIVE)

BRS Information Technologies, Inc.
8000 Westpark Drive
McLean, VA 22102
(800) 955-0906

This on-line database, managed by the Department of Education, University of California, Berkeley, contains descriptions of state-administered and federally administered vocational education program improvement (research, curriculum development, exemplary and innovative, and personnel training) projects funded wholly or in part by monies from the Carl D. Perkins Vocational Education Act. The primary advantage of accessing this file is that it contains descriptions of projects in progress and provides a valuable supplement to an ERIC search.

TASPP Computerized Information Base

National Center for Research in Vocational Education
Technical Assistance for Special Populations Program
University of Illinois Office
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

TASPP has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, limited-English proficient (LEP) students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and the academics. Entries contained in the base include the following: reference materials, including the

most recent research reports, monographs, state reports, organizational initiatives, program development manuals, journals, and newsletters; organizations, associations, and agencies; centers for educational information/services, including curriculum centers, clearinghouses, computer-based information networks, and databases; names and addresses of contact persons in state and national agencies, associations, and organizations; and exemplary programs/practices identified by TASPP staff. This computerized information base is accessible by writing or calling the TASPP staff at the above address and telephone number.

VECM Database
BRS Information Technologies, Inc.
8000 Westpark Drive
McLean, VA 22102
(800) 955-0906

Managed by the National Center for Research in Vocational Education, University of California, Berkeley, the Vocational Education Curriculum Materials (VECM) database provides on-line information on print and non-print curriculum products, including textbooks, workbooks, slides, tapes, and microcomputer courseware. This database, conducted cooperatively with the National Network for Curriculum Coordination in Vocational and Technical Education, provides information on materials developed specifically for handicapped, disadvantaged, limited English, and bilingual students.

APPENDIX

ADDRESSES FOR RESOURCES

The publications listed in this resource guide should be ordered directly from the publisher listed in each annotation. Therefore, the following addresses are provided for your convenience. (If the item is available from a source other than the publisher, it is noted in the annotation.)

American Association for Vocational Instructional Materials
120 Driftmier Engineering Center
Athens, GA 30602
(800) 228-4689

Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in Ohio)
(800) 848-4815

Center on Evaluation, Development, and Research
Phi Delta Kappa
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156

Consortium on Employment Communication
Center for Career Studies, IE2-117
California State University, Long Beach
Long Beach, CA 90840
(213) 498-4680

Council of Chief State School Officers
379 Hall of the States
400 N. Capitol Street, NW
Washington, DC 20001
(202) 393-8161

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917
(800) 322-3905

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in Ohio)
(800) 848-4815

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
(202) 429-9292
(202) 429-9551

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, NY 10027-9998
(212) 678-3433

ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandria, VA 22304-6409
(800) 227-3742

Evaluation, Dissemination and Assessment Center
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032-4298
(213) 224-3676

Extension Instruction and Materials Center
University of Texas at Austin
Customer Service
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716 (in Texas)
(800) 252-3461

Garland Publishing, Inc.
136 Madison Avenue
New York, NY 10016
(212) 686-7492
(800) 627-6273

Harcourt Brace Jovanovich
1250 Sixth Avenue
San Diego, CA 92101
(619) 699-6716
(800) 543-1918
or
Harcourt Brace Jovanovich
Harcourt Brace Jovanovich Building
Orlando, FL 32887
(407) 345-2000

The Hispanic Policy Development Project
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8414

Los Angeles Community College District
Office of Occupational and Technical Education
617 W. Seventh Street
Los Angeles, CA 90017
(213) 891-2274

Meridian Education Corporation
236 E. Front Street
Bloomington, IL 61701
(309) 827-5455

Michigan State Board of Education
Voc-Tech Education Service
P.O. Box 30009
Lansing, MI 48909
(517) 373-6866

National Assessment of Vocational Education
Reports
%Karen Cossaro
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7241
(202) 732-2453

National Center for Research in Vocational
Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

National Clearinghouse for Bilingual Education
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867 (in Washington, DC)
(800) 321-NCBE

National Coalition for Vocational Education for
Limited English Speakers
%Mary Alice Vogt
Employment Training Center
816 S. Walter Reed Drive
Arlington, VA 22204

National Coalition of Advocates for Students
100 Boylston Street, Suite 737
Boston, MA 02116
(617) 357-8507

National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975
(800) 323-4900

Northwest Educational Cooperative
1855 Mt. Prospect Road
Des Plaines, IL 60018
(708) 803-3535

Outreach and Technical Assistance Network
LaPuente Adult School
320 N. Willow
La Puente, CA 91746

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402-9325

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494
(512) 463-9734

U.S. Department of Education
Bilingual Vocational Education Program
Switzer Building, Room 4512
400 Maryland Avenue, SW
Washington, DC 20202-7242
(202) 732-2365

U.S. Department of Education
Office of Vocational and Adult Education
400 Maryland Avenue, SW
Washington, DC 20202
(202) 732-2363

U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20877
(202) 275-6241

Vocational Education Resource System
Sonoma State University
California Institute on Human Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

Vocational Special Needs School of Occupational
and Educational Studies
Colorado State University
Fort Collins, CO 80523
(303) 491-6316

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NATIONAL TASK FORCE
TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM (TASPP) of the
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The Technical Assistance for Special Populations Program (TASPP) is a service function of the National Center for Research in Vocational Education at the University of California, Berkeley. Housed at the University of Illinois, a subcontractor of the Center, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. TASPP's direction is guided by a national task force comprised of principal investigators from the various Center institutions as well as national leaders in the field of vocational education for special populations.

The TASPP goals are to (1) provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; (2) initiate and support networks of professionals serving the vocational education needs of special groups; and (3) provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations.

For more information on the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education, University of California, Berkeley, please contact

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